



# International American Education Federation, Inc., d/b/ a International Leadership of Texas

## May 15, 2019 Regular Board Meeting

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### Date and Time

Wednesday May 15, 2019 at 6:15 PM CDT

### Location

1820 N. Glenville Drive, Suite 100, Richardson, TX 75081

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### Meeting Notice & Mission Statement

In compliance with the Texas Open Meetings Act, the Texas Government Code, Chapter 551, timely public advance written notice (at least 72 hours before the scheduled time of the meeting) is given of the subjects the Board of Directors of International Leadership of Texas (the "Board"), and the Board will convene a Regular Open Meeting of the Board of Directors of International Leadership of Texas on the date and time and location set forth herein. It is the intent of the Board to have a quorum physically present at the above address. Board members not physically present may participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at [www.ILTexas.org](http://www.ILTexas.org). The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Finn Simmenssen, For ILTexas' Board

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>6:15 PM</b>
<b>A.</b> Record Attendance and Guests			
<b>B.</b> Call the Meeting to Order			
<b>C.</b> Approve Minutes of the April 17, 2019 Regular Meeting	Approve Minutes		
Approve minutes for April 17, 2019 Regular Board Meeting on April 17, 2019			
<b>II. Public Speakers</b>			<b>6:15 PM</b>

**A.** Guests who spoke FYI

**III. Report and Information Items**

**6:15 PM**

**A.** CAO Report FYI Dr. Laura Carrasco-Navarrete

**B.** Superintendent's Report FYI Eddie Conger

**C.** CEO Report FYI Dr. Alan Seay

- 1. Enrollment Report
- 2. Personnel Report
- 3. Update on Board Policy adoption
- 4. Update on Real Estate and Architect contracts
- 5. Update on First Annual ILTexas Golf Tournament

**IV. Board Action Items**

**6:15 PM**

**A.** CONSIDER/ACT ON APRIL, 2019 FINANCIAL REPORT Vote Ronald Kuehler

Consider and act to approve Financial Report for April of 2019.

**B.** CONSIDER/ACT ON EXPENDITURES EXCEEDING \$100,000 Vote Ronald Kuehler

Discuss/Act to approve expenditures exceeding \$100,000.

**C.** Consider approval of Resolution for revolving line of credit with BBVA-Compass Vote Ronald Kuehler

Consider approval of Resolution for revolving line of credit with BBVA-Compass.

**D.** Consider/act to approve I.A.E.F., Inc. 2017 IRS Form 990 Vote Ronald Kuehler

Discuss and take possible action to approve I.A.E.F., Inc. 2017 IRS Form 990.

**E.** Consider approval of Resolution to reimburse ILTexas for bond-related expenditures Vote Dr. Alan Seay

Consider approval of Resolution to reimburse ILTexas for bond-related expenditures.

**F.** Consider/Act on 2019-2020 Compensation Plan Vote Dr. Alan Seay

Discuss/Act to approve a2019-2020 Compensation Plan.

**G.** Consider/act on Waiver Applications: Windmill Lakes/Orem HS, Lancaster/DeSoto HS Vote Eddie Conger

Consider and take possible action to approve waiver applications requesting waiver of 19 TAC 100.1033(b)(13)(A)(vi), the requirement that, to be approved for High-Quality Campus Designation, "the new charter school campus will serve at least 100 students in its first year of operation," the approval being sought in order to procure 2018-2020 Charter School Program High Quality Replication Grants for ILTexas Windmill Lakes/Orem High School and ILTexas Lancaster/DeSoto High School.

- H. CONSIDER/ACT TO APPROVE ILTexas Policy**      Vote      Dr. Alan Seay  
     Group 2: Instruction

Discuss/Act on approval of ILTexas Policy Group 2: Instruction.

- I. CONSIDER/ACT TO APPROVE ILTexas Policy**      Vote      Dr. Alan Seay  
     Group 6: Special Education

Discuss/Act to approve ILTexas Policy Group 6: Special Education.

**V. Executive Session**

**6:15 PM**

- A. Authorization**      FYI

Closed Session for Any and All Reasons Permissible by Texas Law, including, but not limited to, Texas Government Code Sections 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084, pertaining to any item listed on this agenda, as permitted by applicable law.

- B. DISCUSS REAL ESTATE ISSUES (SECTION 551.071 TEXAS GOVERNMENT CODE)**      Discuss      Dr. Alan Seay

1. Discuss property acquisition for new K-12 site.
2. Consult Board's counsel regarding approval to retain Gravely & Pearson, L.L.P. and initiate contemplated litigation regarding potential defects throughout International Leadership of Texas campuses.

- C. Discuss Personnel Matters (Section 551.074 Texas Government Code)**      Discuss

Discuss issues related to CEO transition.

**VI. Action Items from Executive Session**

**6:15 PM**

- A. Consider and take possible action to retain Gravely & Pearson, L.L.P. for campus defect litigation.**      Vote      Dr. Alan Seay

Discuss/take possible action regarding retention of Gravely & Pearson, L.L.P. and approval to initiate contemplated litigation regarding potential defects throughout International Leadership of Texas campuses.

- B. CONSIDER/ACT TO AUTHORIZE CEO TO PURCHASE PROPERTY**      Vote      Dr. Alan Seay

Consider/take action to authorize CEO to negotiate and purchase property as discussed in Executive Session.

- C. CONSIDER/ACT ON APPROVAL OF NEW TEMPORARY LOCATION FOR LANCASTER/DESOTO HIGH SCHOOL**      Vote      Dr. Alan Seay

Consider/take action to approve new temporary location for ILTexas Lancaster DeSoto High School.

- D. Consider/Act on Chief Growth Officer job description and contract.**      Vote      Dr. Alan Seay

Discuss/Act to approve Chief Growth Officer job description and contract as discussed in Executive Session.

**VII. Closing Items**

**6:15 PM**

**A. Adjourn Meeting**

**Vote**



# Cover Sheet

## Approve Minutes of the April 17, 2019 Regular Meeting

**Section:** I. Opening Items  
**Item:** C. Approve Minutes of the April 17, 2019 Regular Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for April 17, 2019 Regular Board Meeting on April 17, 2019



# International American Education Federation, Inc., d/b/a International Leadership of Texas

## Minutes

April 17, 2019 Regular Board Meeting

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### **Date and Time**

Wednesday April 17, 2019 at 6:15 PM

### **Location**

1820 N. Glenville Drive, Suite 100, Richardson, TX 75081

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### **Meeting Notice & Mission Statement**

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If a quorum of the Board cannot be physically present at the above address, it is the intent to have the presiding officer physically present at the above address. The Board hereby certifies that this notice was posted on a bulletin board or on something akin thereto or at a place readily accessible and convenient to the public at 1820 N. Glenville Dr., #100, Richardson, TX 75081, as well as online at [www.ILTexas.org](http://www.ILTexas.org). The items on this Agenda may be taken in any order. The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

/s/ Finn Simmenssen, For ILTexas' Board

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### **Directors Present**

Dr. Lynne Beach, Major General James Williams, Soner Tarim (remote), Tracy Cox

### **Directors Absent**

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Edwin Flores

**Directors Arrived Late**

Soner Tarim

**Guests Present**

Finn Simmenssen

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**I. Opening Items**

**A. Record Attendance and Guests**

**B. Call the Meeting to Order**

Major General James Williams called a meeting of the board of directors of International American Education Federation, Inc., d/b/a International Leadership of Texas to order on Wednesday Apr 17, 2019 @ 6:20 PM at 1820 N. Glenville Drive, Suite 100, Richardson, TX 75081.

**C. Approve Minutes of the March 20, 2019 Regular Meeting**

Tracy Cox made a motion to approve minutes from the March 20, 2019 Regular Board Meeting on 03-20-19.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

**II. Public Speakers**

**A. Guests who spoke**

Soner Tarim arrived late.

**III. Report and Information Items**

**A. CAO Report**

CAO Dr. Laura Carrasco-Navarrete's Report was noted.

Superintendent Eddie Conger briefed the Board generally on the fact that every grade level has an Others Before Self project requirement.

**B. Superintendent's Report**

Eddie Conger reported to the Board.

**C. CEO Report**

CEO Dr. Alan Seay reported to the Board.

**D. INTRODUCTION OF REVISED POLICY GROUPS FOR FIRST READING**

CEO Dr. Alan Seay advised the Board to anticipate revisions to Groups 2 and 6.

**E. Information on South Dallas County expansion plans**

CEO Dr. Alan Seay briefed the Board on planned expansion.

**IV. Board Action Items**

**A. CONSIDER/ACT ON MARCH, 2019 FINANCIAL REPORT**

CFO Mr. Ronald Kuehler reported to the Board.  
Tracy Cox made a motion to approve the March, 2019 Financial Report.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**B. CONSIDER/ACT TO on TexPool Prime Enrollment Form**

CFO Ronald Kuehler briefed the Board on the proposed arrangement.  
Tracy Cox made a motion to approve the enrollment.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. Consider/act on expenditure over \$100,000 for improvements at Lancaster-Desoto High School**

CEO Dr. Alan Seay briefed the Board on the need for the proposed improvement and on the current state of planning.  
Soner Tarim made a motion to approve the proposed improvement.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. Consider/Act to authorize CEO to spend up to \$850,000 for eight additional school buses**

CEO Dr. Alan Seay briefed the Board on the estimated need for the proposed buses.  
Dr. Lynne Beach made a motion to approve the expenditure.  
Tracy Cox seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**E. CONSIDER/ACT TO APPROVE CONTRACT FOR ARCHITECTURAL SERVICES**

CEO Dr. Alan Seay briefed the Board on the proposal.  
Dr. Lynne Beach made a motion to authorize the CEO to negotiate and enter into the contract with Pivot North for architectural services.  
Tracy Cox seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**F. CONSIDER/ACT TO APPROVE CONTRACT FOR COLLIERS INTERNATIONAL**

CEO Dr. Alan Seay briefed the Board on the proposal.  
Tracy Cox made a motion to authorize the CEO to negotiate and enter into the contract.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**G. Consider/Act on EMAT Certification**

CEO Dr. Alan Seay briefed the Board on the proposal.  
Dr. Lynne Beach made a motion to approve the proposal.  
Tracy Cox seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**V. Executive Session**

**A. Authorization**

**B. Discuss Personnel Matters (Section 551.074 Texas Government Code)**

The Board entered Executive Session at 7:37 p.m. and returned to Open Session at 9:29 p.m.

## **VI. Action Items from Executive Session**

### **A. Consider/Act on Personnel Matters**

No action was taken.

## **VII. Closing Items**

### **A. Adjourn Meeting**

Tracy Cox made a motion to adjourn the meeting.

Dr. Lynne Beach seconded the motion.

The board **VOTED** unanimously to approve the motion.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:30 PM.

Respectfully Submitted,  
Finn Simmens

# Cover Sheet

## CAO Report

**Section:** III. Report and Information Items  
**Item:** A. CAO Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CAO Board Report May 15 2019 with attachments.pdf

**Curriculum, Instruction, Assessment & Professional Development Board Report**  
**Presented by: Dr. Laura Carrasco, Chief Academic Officer, 5/15/2019**  
**\*Six instructional days remaining of the 2018-2019 School Year!**

Department	Update	Campus	Grade Level	Green= New Blue = In Progress Red=complete
Professional Development	Summer PD Catalogue has been made available to our faculty and staff. Teachers to earn a minimum of 12 CPE credits over the summer, and prior to August 1. <b>Attachment A</b> includes the the summer catalogue and supportunig documents.	All	ALL LEVELS	In Progress (will continuously be updated with opportunities)
5th & 8th Grade STAAR Reading and Math	We have received our first round of preliminary STAAR results. Attached ( <b>Attachment B</b> ) please find our 5th and 8th grade STAAR reading and math preliminary results.	All	5th & 8th	In Progress
Reading Language Arts	To develop a strong culture of reading at ILTexas, we are continuing our summer reading initiative whereby students are encouraged to read, read, read! Students & ILTexas faculty ans staff are encouraged to share what they are reading via social media. <b>#ILTexasReads</b>	All	ALL LEVELS	New

**Attachment A:**

Part I SUMMER COURSE CATALOG:

Part II 187 LOA CPE REQUIREMENTS FOR 2019-2020:

Part III REQUESTING EDUPHORIA COURSE CREDIT FOR SELF-SELECTED CPE HOURS:



# ILTexas Summer 2019 Offerings



## ILTexas Mission

The mission of ILTexas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese languages, and strengthening the mind, body and character.

## ILTexas Pledge

I pledge to be a servant leader and put others before myself. I will serve others, respect others and encourage others. When I graduate from ILTEXAS, I will be a healthy person with a strong mind and character who speaks at least three languages. I will change the world.



**We are excited to share some professional development opportunities that are available to you this summer.**

## Course Topics

- ❖ Dual Language Immersion
- ❖ Spanish Language
- ❖ Chinese Language
- ❖ English Learners
- ❖ Reading Language Arts
- ❖ Fine Arts
- ❖ Advanced Academics
- ❖ Science
- ❖ Social Studies
- ❖ Math
- ❖ Special Education
- ❖ Student Services

All 187 Employees are to complete their additional 12 CE hours by August 1, 2019. Certificates of completion are to be uploaded to Eduphoria. Link to Upload Certificate of Completion Instructions:



[www.ILTexasdistrict.org](http://www.ILTexasdistrict.org)



# Language Acquisition Methods (K-12) : English, Spanish and Chinese



Title / Learning Objective	Date (s)	Registration Link	Location
<p><b>Part 1: How to create a Standards-Based Integrated Performance Assessment</b></p> <p>Learning Objective: This course takes you through a step-by-step process of creating a standards-based performance assessment</p>	<p>Work at your own pace and meet the firm <u>completion</u> deadlines for both Part 1 and 2 of Friday, July 26, 2019</p> <p>7 CPE</p>	<p><a href="#">Link</a> Google Classroom Code: j0t81u</p>	<p>Online (ILTexas internal training)</p>
<p><b>Part 2: Create a unit plan using the Integrated Performance Assessment criteria taught in Part 1</b></p> <p>Learning Objective: Create a IPA using the criteria learned in Part 1 of this 2 part course series.</p>	<p>Work at your own pace and meet the firm <u>completion</u> deadline for both Part 1 and 2 of Friday, July 26, 2019</p> <p>3 CPE</p>	<p><a href="#">Link</a> Google Classroom Code: j0t81u</p>	<p>Online (ILTexas internal training)</p>
<p><b>Day 1: Dual Language Academy</b></p> <p>Learning Objective: to learn more about the essential DLI components, including how to plan in all core content areas and facilitate the bridging process from one language to the next; the lesson plan cycle as it pertains to a DLI program model; how to make the classroom environment conducive to learning. Breakout sessions.</p>	<p>June 10, 2019</p>	<p><a href="#">DFW LINK</a> <a href="#">Harris / CS LINK</a></p>	<p>DFW - TBD Harris / CS - Katy Westpark HS</p>
<p><b>Day 2: Dual Language Academy</b></p> <p>Learning Objective: Hands on activities that support and model DLI essentials. Administrative breakout sessions.</p>	<p>June 11, 2019</p>	<p><a href="#">DFW LINK</a> <a href="#">Harris / CS LINK</a></p>	<p>DFW - TBD Harris / CS - Katy Westpark HS</p>
<p><b>Teaching Methods</b> Professional development modules for foreign language instruction at the high-school and college levels.</p>	<p>Open/ongoing</p>	<p><a href="#">LINK</a></p>	<p>Online</p>
<p><b>Foreign Languages &amp; The Literary in the Everyday</b></p>	<p>Open/ongoing</p>	<p><a href="#">LINK</a></p>	<p>Online</p>
<p><b>Select from a wide variety of language training and resources</b></p>	<p>Open/ongoing</p>	<p><a href="#">LINK</a></p>	<p>Online</p>

**CONTACT(S):**





# Region X and XI



## K-5 DLI Teachers (Sp./Eng.)

DFW Area

Title / Learning Objective	Date (s)	Registration Link	Location
<b>Fine-Tuning the Mechanics of Spanish Reading and Writing</b>	Online Free	<a href="#">Link</a>	Region X online
<b>Literacy Toolbelt: The Super Powers Within! - 014023</b>	06/06/2019 08:30am - 03:30pm  Free	<a href="#">Link</a>	Granbury ISD - 217 N Jones; Granbury, TX 76048
<b>Start the Conversation... Literacy for All - 013684</b>	07/09/2019 08:00am - 04:00pm 07/10/2019 08:00am - 04:00pm  Fee \$15.00	<a href="#">Link</a>	ESC Region 11
<b>Analyzing New SLAR TEKS</b>	<b>06/04/19</b> <b>9:00-12:00</b>  Free	<a href="#">Link</a>	RICHARDSON ISD ARZELL BALL CENTER RICHARDSON ISD

**ADDITIONAL RESOURCES:**

- ❖ DUAL LANGUAGE TEAM DRIVE: - [LINK](#)

**CONTACT(s):**

- ❖ ADRIANA FLETES | DIRECTOR OF SPANISH K-12 | [AFLETES@ILTEXAS.ORG](mailto:AFLETES@ILTEXAS.ORG)





# Region IV and VI

## K-5 DLI Teachers (Sp./Eng)

### Houston Area

Title / Learning Objective	Date (s)	Registration Link	Location
Exploring the New Spanish Language Arts and Reading Texas Essential Knowledge and Skills (K-2)	Two options: July 15th OR August 5th	<a href="#">Registration Link</a>	Houston, Texas
Exploring the New Spanish Language Arts and Reading Texas Essential Knowledge and Skills (3rd-5th)	Two options: June 12th OR August 6th	<a href="#">Registration Link</a>	Houston, Texas
Moving from Learning Letters to Learning to Read (K-2)	June 5th	<a href="#">Registration Link</a>	Houston, Texas
Guided Reading series~Online training (K-6)	Online	<a href="#">Registration Link</a>	Online
Make Writing: Turning the Writer's Workshop Into a Maker Space (K-5)	June 19th	<a href="#">Registration Link</a>	Huntsville, Texas



# Spanish LOTE

6-12 Spanish teachers, instructional coaches and administrators



Title / Learning Objective	Date (s) / Time	Registration Link / Fee	Location
LOTE Backward Design	June 4, 2019 / 8:30 - 4:00 PM	<a href="#">LINK</a> / FREE	HERMAN FURLOUGH JR MIDDLE TERRELL ISD 1351 COLQUITT RD, TERRELL, 75160
LOTE Assess It! Leveraging Knowledge of Language Performance to Measure What Students Can Do with Language	2 Day Workshop June 17 & 18, 2019	<a href="#">LINK</a> / FREE	WILLIAM LEE HASTINGS EL DUNCANVILLE ISD 602 W CENTER ST, DUNCANVILLE, 75116-3102
Content and Language Training (ELPS)	Year Round	<a href="#">LINK</a> / FREE	Online
TFLA Summer Institute	July 23 - 25	<a href="#">LINK</a>	Fort Worth TX
Pre-AP and AP Strategies for LOTE classrooms	Year Round	<a href="#">LINK</a>	Online

## ADDITIONAL RESOURCES:

- ❖ TEXAS LOTE STANDARDS (TEKS): [LINK](#)
- ❖ AMERICAN COUNCIL FOR FOREIGN LANGUAGE TEACHING (ACTFL): [LINK](#)
- ❖ ILTEXAS LOTE SPANISH TEAM DRIVE: [LINK](#)
- ❖ CONTACT A.FLETES FOR ACCESS TO INFORMATION ON SANTILLAN, YABLA AND THIS IS LANGUAGE ONLINE ACCOUNTS
- ❖ **Regional Service Centers**
  - [Region X \(Dallas\)](#)
  - [Region XI \(Ft. Worth\)](#)
  - [Region IV \(Houston\)](#)
  - [Region VI \(College Station\)](#)
  - \*Search under Spanish, RLA, Sheltered Instruction, Bilingual Education for additional course offerings

## CONTACT(S):

- ❖ ADRIANA FLETES | DIRECTOR OF SPANISH K-12 | [AFLETES@ILTEXAS.ORG](mailto:AFLETES@ILTEXAS.ORG)





# English Learners / Second Language Acquisition

All K-12 teachers, instructional coaches and administrators

Title / Learning Objective	Date (s)	Registration Link	Location
TX Gateway Resources for English Learner Support	Ongoing	<a href="https://www.texasgateway.org/resource-index/?f%5B0%5D=imm_field_resources_subject%3A1">https://www.texasgateway.org/resource-index/?f%5B0%5D=imm_field_resources_subject%3A1</a>	Online
Region 10 Online Learning	Ongoing	<a href="https://olc.region10.org/pd/course/index.php?categoryid=196">https://olc.region10.org/pd/course/index.php?categoryid=196</a>	Online

## ADDITIONAL RESOURCES FROM REGIONS 4.10.11:

- ❖ [https://docs.google.com/document/d/159WUENDNL-QTJ86F669FEIQHIZAsO1AoXR0X7\\_4DESC/edit?usp=sharing](https://docs.google.com/document/d/159WUENDNL-QTJ86F669FEIQHIZAsO1AoXR0X7_4DESC/edit?usp=sharing)

## CONTACT(s):

- ❖ VERA CSORVASI | DIRECTOR OF EL K-12 | [VSORVASI@ILTEXAS.ORG](mailto:VSORVASI@ILTEXAS.ORG)





# Chinese Language

K-12 Chinese teachers

Title / Learning Objective	Date (s)	Registration Link	Location
ILTexas Chinese Department Summer Book Study: Overseas Chinese Teacher Survival Guide (Chinese)	June 10- July 12, 2019 (5 weeks)	<a href="#">Link:</a>	Online (Wechat)
Region X: LOTE Backward Design	June 4, 2019	<a href="#">Link:</a>	Terrell ISD, TX
LOTE: Assess It! Leveraging Knowledge of Language Performance to Measure What Students Can Do with Language	June 17-18, 2019	<a href="#">Link:</a>	Duncanville ISD, TX
STARTALK: Chinese Language Instruction in the Digital Age	June 25 - July 3, 2019	<a href="#">Link:</a>	Boulder, Colorado
Games2Teach Collaboratory.	August 1-2, 2019	<a href="#">Link:</a>	University of Texas in Austin, TX

## CONTACT:

XIAOYAN WANG | DIRECTOR OF CHINESE K-12 | [XWANG@ILTEXAS.ORG](mailto:XWANG@ILTEXAS.ORG)





# Reading Language Arts

*K-5 DLI Spanish and English Reading Language Arts teachers, 6-12 RLAs teachers, instructional coaches and administrators*

Title / Learning Objective	Date (s)	Registration Link	Location
New ELAR/SLAR TEKS	Multiple Dates in all Regions 4, 6, 10, & 11	<a href="#">Region 4</a> <a href="#">Region 6</a> <a href="#">Region 10</a> <a href="#">Region 11</a>	Various Locations
Intentional Intensity 2622001	July 11, 2019	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2622001">https://txr10.escworks.net/catalog/session.aspx?session_id=2622001</a>	Region 10 Building
Additional Offerings	May 28 - August 2	<a href="#">Summer PD Google Doc</a>	Various Locations

## ADDITIONAL RESOURCES:



## CONTACT(S):



CARLA BENNETT | DIRECTOR OF RLAs K-12 | [CBENNET1@ILTEXAS.ORG](mailto:CBENNET1@ILTEXAS.ORG)



# ILTexas Science



- K-5 DLI Spanish and English science teachers,
- 6-12 science teachers, instructional coaches/administrators
- High School CTE

## Adjusting to change: Science TEKS Streamlining

CPE hours: 3

During this session, we will look through various lenses to discover how these changes will impact the science curriculum and classroom. Deep diving, TEKS unpacking, vertical alignment, and lesson adjustment are just a few of the activities participants will experience while making their own discoveries about the streamlined science TEKS.

## Flinn Scientific: Safety Certification Course

CPE hours: 12

Make your laboratory a safe environment for both students and instructors. Choose from one of our 9 certificated courses below to gain an in-depth knowledge of laboratory safety for science educators.

High School and Middle School Certification Courses

- High School Laboratory Safety Course
- Middle School Laboratory Safety Course
- GHS Certification Training
- Recertification Course

## CTE: Work Based Learning

CPE hours: 8

WBL covers a wide range of occupations, worksites, and students. It is beyond the scope of this course to provide in-depth training for teaching every possible course or situation involving WBL. The purpose of this course is to provide an introduction to fundamental concepts with links to additional resources useful to teachers assigned to CTE courses.

DAVID RIVERS | DIRECTOR OF SCIENCES K12 | [DRIVERS@ILTEXAS.ORG](mailto:DRIVERS@ILTEXAS.ORG)





# Math

*K-5 DLI Spanish and English math teachers, 6-12 math teachers, instructional coaches and administrators*

Title \ Learning Objective	Date (s)	Registration Link	Location
DFW Region and Texas Instruments PD Opportunities	Various (see flyers in folder)	<a href="#">Folder of PD Opportunities</a>	Various (see flyers in folder)
Mathematical Mindsets Book study	July/August 2019	email <a href="mailto:ryee@iltexas.org">ryee@iltexas.org</a> if interested	Google Classroom
Region 4 PD Opportunities	Various	<a href="https://www.escweb.net/tx_esc_04/default.aspx">https://www.escweb.net/tx_esc_04/default.aspx</a>	Various

## ADDITIONAL RESOURCES:



## CONTACT(s):



ROBERT YEE | DIRECTOR OF MATH K-12 | [RYEE@ILTEXAS.ORG](mailto:RYEE@ILTEXAS.ORG)





## Advanced Academics

All K-8 DLI Spanish and English teachers (especially Pre-AP for 6-8), 9-12 AP course teachers, instructional coaches and administrators, GT Leads all triads

Title / Learning Objective	Date (s)	Registration Link	Location
“GT Foundations Part I & II” & “GT Updates” (K-12, required)	Multiple dates offered throughout the summer - check out the full catalogue online!	<p><a href="#">Region 10 Offerings</a></p> <p>This is the full Region 10 Catalogue link. All of these courses - and more! - are available here.</p> <p>Choose the specific course, date, and location you want and use the corresponding link to register.</p>	<p>Locations vary by course and date selected.</p> <p>Courses are offered all around the DFW metroplex, and there are online courses available as well for many of these sessions.</p>
“Socratic Questioning for the Pre-AP/AP Classroom” & “Pre-AP/AP Strategies” (6-12)			
“Small Group Instruction for Advanced Differentiation” (Highly recommended, especially K-5)			
“Texas Performance Standards Project: Awareness” & “Genius Hour” (GT Leads K-8 or GT Enrichment Teachers)			

### ADDITIONAL RESOURCES:

- ❖ FOR BOOK STUDY, PLEASE PURCHASE “LEADING FOR DIFFERENTIATION” BY CAROL ANN TOMLINSON (AVAILABLE THROUGH AMAZON, BARNES & NOBLE, ETC)

### CONTACT:

❖ JAMIE ROSE | ADVANCED ACADEMICS COORDINATOR | [JROSE@ILTEXAS.ORG](mailto:JROSE@ILTEXAS.ORG)





## Social Studies

K-5 DLI Spanish and English social studies teachers, 6-12 s.s teachers, instructional coaches and administrators

### A COMPLETE LIST OF SS PD OFFERINGS THROUGHOUT TEXAS:

❖ [https://docs.google.com/document/d/1MzMO0TMeNfPP9IoPg\\_7MwmuYsq0Tm5HsD18DjT6BRo/edit?usp=sharing](https://docs.google.com/document/d/1MzMO0TMeNfPP9IoPg_7MwmuYsq0Tm5HsD18DjT6BRo/edit?usp=sharing)

Title \ Learning Objective	Date (s)	Registration Link	Location
Law Related Education (LRE)	Varies by area	<a href="https://texasre.org/professional-development/">https://texasre.org/professional-development/</a>	Vary by area
Regional Service Centers	Varies by area	<a href="#">Region X (Dallas)</a> <a href="#">Region XI (Ft. Worth)</a> <a href="#">Region IV (Houston)</a> <a href="#">Region VI (College Station)</a> *Search for Social Studies offerings	Vary by area
World Affairs Council	Varies by area	<b>Dallas:</b> <a href="https://www.dfwworld.org/events">https://www.dfwworld.org/events</a> <b>Greater Houston:</b> <a href="https://www.wachouston.org/programs-a-events/programs/upcoming-programs">https://www.wachouston.org/programs-a-events/programs/upcoming-programs</a>	Vary by area
Humanities Texas Teacher Institutes	Varies by area	<a href="https://www.humanitiestexas.org/education/teacher-institutes/upcoming-institutes">https://www.humanitiestexas.org/education/teacher-institutes/upcoming-institutes</a>	Vary by area





# Fine Arts

*K-12 Fine Arts teachers, instructional coaches and administrators*

<b>Title \ Learning Objective</b>	<b>Date (s)</b>	<b>Registration Link</b>	<b>Location</b>
Reg 10 Fine Arts Summit (all arts)	June 8	<a href="https://www.region10.org/programs/fine-arts/events/">https://www.region10.org/programs/fine-arts/events/</a>	Dallas, TX
CEDFA 2019 Summit (all arts)	June 13 - 14	<a href="https://www.cedfa.org/summits/summit-xx/summit-xx-registration/">https://www.cedfa.org/summits/summit-xx/summit-xx-registration/</a>	Austin, TX
TETA Summerfest 2019	June 14 - 16	<a href="https://tetatx.wildapricot.org/event-3280661/Registration">https://tetatx.wildapricot.org/event-3280661/Registration</a>	Tyler, TX
TAHPHERD 2019 Conference (Dance)	July 14 - 16	<a href="https://www.tahperd.org/web/Online/Contacts/Sign_In.aspx?WebsiteKey=ae21bf68-9cb2-49ad-ae2d-e9aa6e28a5bb&amp;LoginRedirect=true&amp;returnurl=%2Fweb%2Fonline%2FEvents%2FEvent_Registration.aspx%3FEventKey%3DSUM19">https://www.tahperd.org/web/Online/Contacts/Sign_In.aspx?WebsiteKey=ae21bf68-9cb2-49ad-ae2d-e9aa6e28a5bb&amp;LoginRedirect=true&amp;returnurl=%2Fweb%2Fonline%2FEvents%2FEvent_Registration.aspx%3FEventKey%3DSUM19</a>	San Marcos, TX
TCDA 2019 Convention (Choir)	July 25 - 27	<a href="https://www.tcda.net/convention-pre-registration">https://www.tcda.net/convention-pre-registration</a>	San Antonio, TX
TODA 2019 Convention (Orchestra)	July 25 -27	<a href="https://toda.memberclicks.net/convention-info">https://toda.memberclicks.net/convention-info</a> <a href="https://toda.memberclicks.net/index.php?option=com_mc&amp;view=formlogin&amp;form=259658&amp;return=L2luZGV4LnocD9vcHRpb249Y29tX21jNjZpZXc9bWMmbWNpZD1mb3JtXzI1OTY1OD9zZXJ2SWQ9NDkxNlZvcHRpb249Y29tX21jNjZpZXc9bWMmbWNpZD1mb3JtXzI1OTY1OA==https://toda.memberclicks.net/index.php?option=com_mc&amp;view=formlogin&amp;form">https://toda.memberclicks.net/index.php?option=com_mc&amp;view=formlogin&amp;form=259658&amp;return=L2luZGV4LnocD9vcHRpb249Y29tX21jNjZpZXc9bWMmbWNpZD1mb3JtXzI1OTY1OD9zZXJ2SWQ9NDkxNlZvcHRpb249Y29tX21jNjZpZXc9bWMmbWNpZD1mb3JtXzI1OTY1OA==https://toda.memberclicks.net/index.php?option=com_mc&amp;view=formlogin&amp;form</a>	San Antonio, TX

## CONTACT:



FRANK MILLER | FINE ARTS COORDINATOR | FMILLER@ILTEXAS.ORG





# Special Education

*K-12 teachers, instructional coaches and administrators*

<b>Title \ Learning Objective</b>	<b>Date (s)</b>	<b>Registration Link</b>	<b>Location</b>
Working with Behavior Disorder Students	July 30-31, 2019	<a href="https://events.ed311.com/event-series/2019-summer-institute-for-educators-of-behavior-disorder-students/">https://events.ed311.com/event-series/2019-summer-institute-for-educators-of-behavior-disorder-students/</a>	Grand Prairie
Adventures in Autism	July 20, 2019	<a href="https://autism.unt.edu/conference">https://autism.unt.edu/conference</a>	UNT - Denton
Standards Based Goals and Objectives	June 26, 2019	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=60890">https://txr10.escworks.net/catalog/session.aspx?session_id=60890</a>	Region 10
Conflict in the Classroom	July 28, 2019	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2624504">https://txr10.escworks.net/catalog/session.aspx?session_id=2624504</a>	Region 10
Picture Exchange Communication System (PECs)	June 25-26, 2019	<a href="https://ontrac.esc11.net/Session.asp?Wksp_Num=011993">https://ontrac.esc11.net/Session.asp?Wksp_Num=011993</a>	Region 11

## CONTACT(S):

❖ SHANNON URBINA | EXECUTIVE DIRECTOR OF SPECIAL EDUCATION | [SRUBINA@ILTEXAS.ORG](mailto:SRUBINA@ILTEXAS.ORG)





# Classroom Management / PBIS

*K-12 Fine Arts teachers, instructional coaches and administrators*

Title \ Learning Objective	Date (s)	Registration Link	Location
Texas Behavior Support State Conference	June 26th & June 27	<a href="https://ontrac.esc11.net/Session.asp?Wksp_Num=011303">https://ontrac.esc11.net/Session.asp?Wksp_Num=011303</a> <a href="https://txr10.escworks.net/catalog/session.aspx?session_id=60558">https://txr10.escworks.net/catalog/session.aspx?session_id=60558</a>	Region 10 Region 11 Region 4
Fundamental 5 Experience	June 6, 2018	<a href="https://ontrac.esc11.net/Session.asp?Wksp_Num=009574">https://ontrac.esc11.net/Session.asp?Wksp_Num=009574</a>	Region 11
Becoming a Trauma Informed Educator	June 25, 2018	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2618675">https://txr10.escworks.net/catalog/session.aspx?session_id=2618675</a>	Region 10
Reaching and Teaching Students in Poverty	June 29, 2018	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2617587">https://txr10.escworks.net/catalog/session.aspx?session_id=2617587</a>	Region 10
Pathways to Culturally Responsive Classrooms	July 26, 2018	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=60485">https://txr10.escworks.net/catalog/session.aspx?session_id=60485</a>	Region 10
Conflict in the Classroom	August 1, or 8/7/18	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2618594">https://txr10.escworks.net/catalog/session.aspx?session_id=2618594</a>	Region 10

## CONTACT(S):

❖ SARAH MCCROAN | BEHAVIOR COORDINATOR | [SMCCROAN@ILTEXAS.ORG](mailto:SMCCROAN@ILTEXAS.ORG)



# Student Services Counselors



Title \ Learning Objective	Date (s)	Registration Link	Location
Region 4 Youth Mental Health First Aid	June 5	<a href="https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=1446969">https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=1446969</a>	Houston, TX
Region 4 Got Info? College and Career Readiness Resources	June 18	<a href="https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=1412726">https://www.escweb.net/tx_esc_04/catalog/session.aspx?session_id=1412726</a>	Houston, TX
Region 6 Youth Mental Health First Aid	June 21	<a href="https://www.escweb.net/tx_esc_06/catalog/session.aspx?session_id=356730">https://www.escweb.net/tx_esc_06/catalog/session.aspx?session_id=356730</a>	Huntsville, TX (College Station Area)
Region 13 Summer School Counselor Summit	June 13	<a href="https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D40365">https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D40365</a>	Austin, TX
Region 10 Grace Counseling - TMS and Depression	June 14	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2622366">https://txr10.escworks.net/catalog/session.aspx?session_id=2622366</a>	Richardson, TX
Region 10 Roadshow Mindfulness & Self Care K-12 Social Emotional Needs of Students K-12 Rtl - Multi-tiered systems of support	June 3-4 Terrell, TX June 11-12 Red Oak, TX	<a href="https://www.region10.org/programs/r10-summer-roadshow/overview/">https://www.region10.org/programs/r10-summer-roadshow/overview/</a>	Terrell, TX Red Oak, TX
Region 10 Roadshow Mindfulness & Self Care K-12 Social Emotional Needs of Students K-12 Rtl - Multi-tiered systems of support	July 9-10 Sherman, TX July 16-17 Greenville, TX July 22-23 McKinney, TX	<a href="https://www.region10.org/programs/r10-summer-roadshow/overview/">https://www.region10.org/programs/r10-summer-roadshow/overview/</a>	Sherman, TX Greenville, TX McKinney, TX
Region 11 16 Habits of Mind - Social Emotional Well-Being	July 2	<a href="https://ontrac.esc11.net/Session.aspx?Wksp_Num=014178">https://ontrac.esc11.net/Session.aspx?Wksp_Num=014178</a>	Ft. Worth, TX
Region 11 Student Safety & School Security Conference	July 8	<a href="https://ontrac.esc11.net/Session.aspx?Wksp_Num=013696">https://ontrac.esc11.net/Session.aspx?Wksp_Num=013696</a>	Ft. Worth, TX







# Student Services - Dyslexia

Title \ Learning Objective	Date (s)	Registration Link	Location
<b>Dyslexia Summer Institute</b>	7/24 & 7/25	<a href="https://www.region10.org/programs/dyslexia-statewide/summer-institute/">https://www.region10.org/programs/dyslexia-statewide/summer-institute/</a>	Hurst Conference Center
<b>Texas Dyslexia Identification Academy</b>	Anytime last date June 7, 2019	<a href="https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2018-06/about">https://www.texascourses.org/courses/course-v1:TexasGateway+R10Dyslexia+2018-06/about</a>	online - self directed
<b>Virtual Conference - Dyslexia and Dysgraphia</b>	Anytime from 7/17 - 8/19, 2019	<a href="https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D41375">https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D41375</a>	online - self directed
<b>Understanding Basic 504 Procedures and Services</b>	Anytime	<a href="https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D24572">https://ecampus.esc13.net/catalog.html?url=/show_class_info.html%3Fclassid%3D24572</a>	online - self directed
<b>Dyslexia, ADHD, Executive Function</b>	June 10, 2019 7:00-8:30 pm	<a href="https://www.eventbrite.com/e/dyslexiaadhdexecutive-function-tickets-60542035859">https://www.eventbrite.com/e/dyslexiaadhdexecutive-function-tickets-60542035859</a>	Shelton School and Evaluation Center 15720 Hillcrest Rd., Dallas, TX
<b>Dyslexia: Characteristics, Identification, and Effective Strategies</b>	Anytime	<a href="https://olc.region10.org/pd/enrol/index.php?id=764">https://olc.region10.org/pd/enrol/index.php?id=764</a>	online - self directed
Webinars: Variety of Topics	Anytime	<a href="https://www.voyagersopris.com/webinar-series">https://www.voyagersopris.com/webinar-series</a>	Online - Self Directed

CONTACT:

❖ DEANNA VILLANUEVA \* DYSLEXIA COORDINATOR \* DVILLANUEVA@ILT.TEXAS.ORG



# Student Services - Nursing



Title \ Learning Objective	Date (s)	Registration Link	Location
Spinal Screening (Scoliosis)	29th May 17 June	<a href="https://txr10.escworks.net/catalog/session.aspx?session_ID=60136">https://txr10.escworks.net/catalog/session.aspx?session_ID=60136</a>	Region 10
Hearing Certification	19th June 27th June	<a href="https://txr10.escworks.net/catalog/session.aspx?session_ID=61118">https://txr10.escworks.net/catalog/session.aspx?session_ID=61118</a>	Region 10
Youth Mental Health First Aid	30th May 1st July	<a href="https://txr10.escworks.net/catalog/session.aspx?session_ID=2617810">https://txr10.escworks.net/catalog/session.aspx?session_ID=2617810</a>	Region 10
Medication Safety Practices	Webinar	<a href="https://youtu.be/HeTyzYUCaXk">https://youtu.be/HeTyzYUCaXk</a>	School Health Webinar
Vision Screening	18th June 26th June	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2625050">https://txr10.escworks.net/catalog/session.aspx?session_id=2625050</a>	Region 10
Evidence-based infection prevention of infectious disease in school setting	Webinar anytime access	<a href="https://www.schoolhealth.com/webinar-infectious-diseases-prevention/">https://www.schoolhealth.com/webinar-infectious-diseases-prevention/</a>	School Health Webinar
CNAs, CIPs, and Priorities: Oh My!	24th June 25th June	<a href="https://txr10.escworks.net/catalog/session.aspx?session_id=2623184">https://txr10.escworks.net/catalog/session.aspx?session_id=2623184</a>	Region 10
<p>CONTACT:</p> <p>❖ KAREN CANADY-BARNES, MSN, RN   LEAD NURSE   <a href="mailto:KCANADYBARNES@ILTEXAS.ORG">KCANADYBARNES@ILTEXAS.ORG</a></p>			





# Global Trainings

Workshop	Date	Registration	Location
Global Classroom Educator Workshop with the World Affairs Council	8 AM to 3:30 PM June 10-14, 2019	<a href="https://tinyurl.com/yxf8hnyh">https://tinyurl.com/yxf8hnyh</a>	Center for Brain Health, UT Dallas
Open to teachers grades 3-12 of all subjects to help add a global spin to your lessons, 32 PD hours		\$30 fee	

CONTACT: JENNIFER BOWDEN, INTERNATIONAL AFFAIRS COORDINATOR, JBOWDEN@ILTEXAS.ORG





# Global/ International Department

Workshop	Date	Registration	Location
Global Classroom Educator Workshop with the World Affairs Council	8 AM to 3:30 PM June 10-14, 2019	<a href="https://tinyurl.com/yxf8hnyh">https://tinyurl.com/yxf8hnyh</a>	Center for Brain Health, UT Dallas
Open to teachers grades 3-12 of all subjects to help add a global spin to your lessons, 32 PD hours		\$30 fee	

CONTACT: JENNIFER BOWDEN, INTERNATIONAL AFFAIRS COORDINATOR, JBOWDEN@ILTEXAS.ORG

## **Greetings from your Professional Development Department!**

We are eager to share with you the CPE Requirement Updates for the 2019-2020 school year. Please note that a key change for this year is that employees on a 187 LOA will have until August 1, 2019 to complete their 12 additional CPE hours. More information about CPE requirements and credit options are listed below. You will also find links to direct employees to your Region 10 or Gateway online courses.

### **CPE Credit Requirements**

Because our actual work days in our 2019-2020 calendar equal to 185 days worked, all employees on a 187 day LOA have an opportunity to personalize the remaining 2 LOA days with professional development opportunities. To earn credit for these 2 self-selected PD days, you are required to complete two days through professional development (equivalent to 12 CPE hours). Deadline to complete your minimum of 12 CPE hours is August 1, 2019. **In order to receive credit for the two self selected days, each 187 LOA employee will be responsible for uploading their Certificates of Completion as SELF SELECTED documents to Eduphoria. If an employee is unable to provide certificate of completion of the 12 self- selected CPE hours tracked through Eduphoria in time for the August 1, 2019 deadline, there will be a deduction to their July 2020 paycheck (if it's not documented, it didn't happen).**

### **How to Earn 12 CPE Self- Selected Hours**

Our ILTexas C & I and District Departments have created a [Summer Professional Development Catalog](#) to help you select your summer session offerings. Sessions listed are offered through a local Education Service Center or are ILTexas designed and facilitated. You may also complete some/all of the PD from the comfort of your own home/couch. A plethora of online sessions are accessible to you via TEA's Gateway (<http://www.texasgateway.org/> or [www.texascourses.org/courses](http://www.texascourses.org/courses)) . Additionally, you can take courses via Region 10's online learning center, with the exclusion of online compliance courses (<http://olc.region10.org/catalog/> ).

- Minimum of 6 CPE credits to amount to 1 LOA day
- Minimum of 12 CPE credits to amount to 2 LOA days
- All courses being submitted for self-select hours must have been completed outside of your regular contractual work day and uploaded to Eduphoria as Self-Selected no later than August 1, 2019.

### **Courses that count towards the CPE credits**

- GT certification (any of the 30 hours of the 30 hour training) for detailed questions of GT training contact [Jamie Rose, jrose@iltexas.org](mailto:jrose@iltexas.org)

- ESL Certification prep courses, for detailed questions of ESL training contact [Vera Csorvasi, vcsorvasi@iltexas.org](mailto:VeraCsorvasi@iltexas.org)
- ILTexas approved book studies (documented via Eduphoria such as our summer book studies) Directors facilitating Book Studies will inform participants of Credit Hours earned for completion of book study.
- Courses (excluding Compliance Courses) aligned with your job description
- Online Learning courses (with the exclusion of online compliance courses).
- Campus PD (must be outside of contract time)
- PD recommended by our team of Academic Coordinators or District Directors (via email correspondence)
- Dyslexia (All classroom teachers/administrators)  
<https://www.region10.org/texas-dyslexia-identification-academy/>

### **Courses that do not Count towards CPE Credit**

- Courses not related to your job description
- PD held/obtained during the work day
- Compliance Courses

### **Employees on a 187 Contract:**

Teachers, Media Specialists/ Librarians, Speech/ Language Pathologists, Instructional Aides, Nurses and Nurse Aides are on a 187 LOA; therefore, will be required to complete the additional 12 hours of self-selected professional development.

All new teachers to the district will complete the additional 12 hour requirement as part of their the New Teacher Academy professional development sessions.

### **Late Hire Extension and Exceptions:**

Any employee on a 187 contract hired between August 5- November 8 will receive and extension to complete their additional CPE 12 hours through December 19.

Any employee on a 187 contract hired on or after November 10th will already have an LOA that reflects their actual days worked and will not need to complete the additional 12 hours.

### **How to Verify and Upload Certificates:**

For each session offered, there will need to be evidence of session completion by way of a Certificate of Completion. Please refer to the link below with detailed instructions on how to upload certificates.

### **Link to How to Upload Certificates to Eduphoria:**

<https://drive.google.com/file/d/19PtmzsX0m6x0yr1SY3toTp8AnaAQbhte/view?usp=sharing>

### **Required Compliance Courses do not Count Towards the 12 Self-Selected CPE Credits Hours**

However, if you choose to take additional compliance courses beyond those required for your role, yet still relevant to your work, these additional compliance course credit hours WILL count towards your 12 self-selected hours. For any non-required Compliance courses that are completed, please be sure to upload Certificate of Completion to Eduphoria as a “self-selected”.

Please do not hesitate to reach out to Irene Aguilar, Executive Director of Professional Development ([iaguilar@iltexas.org](mailto:iaguilar@iltexas.org)) with any questions. Thank you.

Requesting Course Credit for out of district PD Through Eduphoria for Self- Selected PD Days (12 hours)

**Credit Item Requests**

Staff members who attend non-district staff development, college courses, conferences (not using eduphoria! Workshop registration), etc., can add them manually to their workshop portfolio. If the staff member is not seeking district credit for the course, the entry will be added to their workshop portfolio.

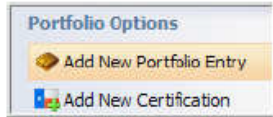
If the staff member is seeking district credit for the outside course, additional information is needed and approval is required. The District Professional Development Administrator sets the standards for how these new credit requests will be approved. (Note: Workshop General Setup)

**Requesting Credit Items**

**New Portfolio Entry**

Staff members enter their own course information through their portfolio in Workshop.

In Portfolio Options, select Add New Portfolio Entry.



Select the type of portfolio entry to be added.

Note: Requests for District Professional Development Levels is explained under the Levels section of this manual.

**New Portfolio Entry**

What type of entry do you want to include in your portfolio?

- Outside workshop or conference
- Request for district professional development level
- College course
- Other

Enter a title and description of the type of portfolio credit request.

**Entry Title**

Enter a title for this entry:

Enter a description:

Enter the Start and End Dates, including times.

**Entry Start Date**

Enter the date when this entry began:

October 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1
2	3	4	5	6	7	8

Select the starting time for the entry:

08 : 30 AM

**Entry End Date**

Enter the date when this entry concluded:

September 2008						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	1	2	3	4
5	6	7	8	9	10	11

Select the ending time for the entry:

03 : 30 PM



**If No is selected:**

The entry will be added to the staff member's portfolio and no credit hours will be applied to the entry.

### District Credit

Would you like to request district credit for this entry?

Yes

No

**If YES is selected:**

Enter the number of credits requested for each of the credit types for the out-of-district course.

**YOU MUST SELECT THE "SELF-SELECTED" BOX IN ORDER TO TRACK THIS AS A SELF-SELECTED COURSE WHEN YOUR ADMINISTRATOR RUNS A CAMPUS REPORT.**

For example, a teacher who attends a two-day Regional Service Center workshop in the summer for 14 hours might enter "14" for Comp 08-09 and "14" Texas SBEC CPE credit.

Multiple types of credits can be selected in the request.

### Credit Types

Enter the value of district credit requested:

Comp 06-07	<input type="text" value="0"/>
Comp 07-08	<input type="text" value="0"/>
Comp 08-09	<input type="text" value="0"/>
District Credit	<input type="text" value="0"/>
GT Credit	<input type="text" value="0"/>
Tech Bucks	<input type="text" value="0"/>
Technology	<input type="text" value="0"/>
Title I	<input type="text" value="0"/>
Transcript Fee	<input type="text" value="0"/>

Include any comments about the credit request below:

**Associate Goals**

If district or school goals are achieved by **Submitting Request for Credit**, select the individual goals met by expanding the goals list. **Submit** the request now OR wait until a later date so that modifications can be made and attachments can be added.

### Associate Goals

To associate goals with this request, expand the items below and check the appropriate goals

- Document: Colors ISD District Goals
- Document: Blue Elementary - Campus Goals

### Submit Request for Credit

Would you like to submit your request for credit now or at a later time?

Submitting at later time will allow you to modify the information supplied in this wizard and add file attachments.

Now

At a later time, after I modify the entry

If a credit request is delayed until later, the staff member selects the entry from their portfolio to make modifications.



Notes can be added to the request and attachments can be uploaded. Select the paperclip to upload electronic documents such as PDF files, Word documents, etc.

Credit types requested and associated goals can be modified also.

Save, or Delete as needed.

Once complete, the staff member selects **Submit for Approval**.

Status notes are added to the level request.

**Attachment B:**

**Attachment B:**

<b>ILTexas Accountability Estimates at the April STAAR Administration</b>						
<b><i>5/8 Reading and Math Only</i></b>						
<b>Campus</b>	<b>Domain 1 Achievement</b>	<b>Domain 2a Growth</b>	<b>Domain 2b Relative Performance</b>	<b>Domain 3 Closing the Gaps</b>	<b>Overall</b>	<b>SSI Grade</b>
<b>GES</b>	86	91	88	85	89	<b>B</b>
<b>GMS</b>	78	85	85	86	85	<b>B</b>
<b>AES</b>	72	72	75	71	74	<b>C</b>
<b>AMS</b>	72	75	80	77	79	<b>C</b>
<b>KES</b>	93	89	88	85	91	<b>A</b>
<b>KMS</b>	89	81	80	78	86	<b>B</b>
<b>GPES</b>	79	91	85	83	89	<b>B</b>
<b>GPMS</b>	71	79	77	78	79	<b>C</b>
<b>NRHES</b>	71	69	67	63	69	<b>D</b>
<b>NRHMS</b>	75	69	81	77	80	<b>B</b>
<b>KTES</b>	78	85	79	78	83	<b>B</b>
<b>KTMS</b>	77	80	81	76	80	<b>B</b>
<b>WPES</b>	65	86	69	76	83	<b>B</b>
<b>WPMS</b>	71	80	77	79	80	<b>B</b>
<b>LES</b>	65	80	70	77	79	<b>C</b>
<b>LMS</b>	64	72	70	74	73	<b>C</b>

<b>EFWES</b>	64	<b>80</b>	66	<b>75</b>	<b>79</b>	<b>C</b>
<b>EFWMS</b>	59	<b>80</b>	60	<b>77</b>	<b>79</b>	<b>C</b>
<b>SES</b>	83	<b>92</b>	83	<b>79</b>	<b>88</b>	<b>B</b>
<b>SMS</b>	77	<b>80</b>	80	<b>80</b>	<b>80</b>	<b>B</b>
<b>WLES</b>	65	<b>82</b>	66	<b>74</b>	<b>80</b>	<b>B</b>
<b>WLMS</b>	70	66	<b>77</b>	<b>72</b>	<b>76</b>	<b>C</b>
<b>OES</b>	55	53	<b>56</b>	<b>45</b>	<b>53</b>	<b>F</b>
<b>OMS</b>	52	<b>58</b>	55	<b>62</b>	<b>59</b>	<b>F</b>
<b>CSES</b>	<b>85</b>	62	79	<b>70</b>	<b>81</b>	<b>B</b>
<b>CSMS</b>	<b>81</b>	56	75	<b>72</b>	<b>78</b>	<b>C</b>
<b>District</b>	<b>76</b>	<b>85</b>	<b>78</b>	<b>80</b>	<b>84</b>	<b>B</b>

# Cover Sheet

## Superintendent's Report

**Section:** III. Report and Information Items  
**Item:** B. Superintendent's Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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# Cover Sheet

## CEO Report

**Section:** III. Report and Information Items  
**Item:** C. CEO Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 1st Annual Golf Tourney\_Financial report.pdf  
201819 Enrollment Data May.pdf  
Authorized Board Notification 05.15.19.pdf  
Authorized Board Report 5.15.19.pdf



2019 1st Annual ILTexas Golf Tourney  
Financial report of Revenue and Expenses

Revenue:

Sponsors	\$63,900.00
Golf Teams	\$ 7,125.00
Mulligans/Golf cannon	\$ 1,515.83

\$72,540.83

Expenses:

Cowboys Golf Club	\$20,917.49
Decorations	\$ 86.60
Awards	\$ 769.94
Publicity	\$ 199.00
Misc	\$ 37.77

\$22,010.80

**Net Profit(Loss) \$50,530.03**

**ILTexas Enrollment Update  
2018 - 19**

Campus	Capacity	Budget 2018-19	16-Aug	18-Sep	15-Oct	1-Nov	14-Dec	10-Jan	8-Feb	18-Mar	15-Apr	1-May	% of Capcity
GES	948	940	890	964	960	960	953	944	948	954	951	950	100.21%
GMS	468	460	431	468	467	466	465	463	465	461	459	459	98.08%
GHS	800	600	598	625	624	619	615	612	607	599	598	595	74.38%
LES	948	900	724	824	828	829	833	822	806	801	793	791	83.44%
LMS	468	400	397	428	420	420	415	410	407	397	391	389	83.12%
LDHS	100	0	N/A	43	43	43	42	39	37	36	36	34	34.00%
<b>Dallas</b>	<b>3682</b>	<b>3300</b>	<b>3040</b>	<b>3352</b>	<b>3342</b>	<b>3337</b>	<b>3323</b>	<b>3290</b>	<b>3270</b>	<b>3248</b>	<b>3228</b>	<b>3218</b>	<b>87.40%</b>
AES	816	800	709	793	803	814	819	811	802	821	816	813	99.63%
AMS	390	375	322	363	365	373	371	370	368	371	370	370	94.87%
AGPHS	800	650	524	540	537	538	533	527	523	517	510	509	63.63%
GPES	948	940	888	952	948	950	953	949	949	950	947	945	99.68%
GPMS	468	460	427	455	455	457	461	456	457	458	458	456	97.44%
NRHES	948	940	863	938	937	933	925	927	921	918	910	909	95.89%
NRHMS	468	380	381	426	427	426	419	412	407	403	404	403	86.11%
KES	948	940	883	948	948	944	940	940	942	949	943	942	99.37%
KMS	468	460	412	436	437	439	438	435	436	436	434	434	92.74%
KSHS	800	500	548	550	542	539	525	514	510	506	505	505	63.13%
EFTWES	948	860	701	780	784	788	781	770	758	755	761	757	79.85%
EFTWMS	468	350	316	354	352	345	338	333	324	319	319	317	67.74%
EFTWHS	50	0	24	30	28	28	24	24	21	20	19	19	38.00%
SES	948	940	883	942	942	940	923	922	929	938	934	933	98.42%
SMS	468	360	380	390	389	386	386	380	377	384	373	374	79.91%
<b>Tarrant</b>	<b>9836</b>	<b>8955</b>	<b>8261</b>	<b>8897</b>	<b>8894</b>	<b>8900</b>	<b>8836</b>	<b>8770</b>	<b>8724</b>	<b>8745</b>	<b>8703</b>	<b>8686</b>	<b>88.31%</b>
CSES	948	800	710	750	755	758	758	772	770	773	779	777	81.96%
CSMS	468	300	181	195	205	208	210	218	218	224	228	227	48.50%
KATYES	948	940	851	904	907	907	917	896	896	904	906	903	95.25%
KATYMS	468	460	358	378	375	374	373	369	361	366	362	361	77.14%
KWHS	600	320	379	403	404	407	398	395	393	388	389	389	64.83%
OREMES	948	800	748	831	821	811	779	773	745	724	715	707	74.58%
OREMMS	468	300	330	350	343	341	333	331	319	315	310	309	66.03%
WPES	948	940	860	871	890	899	904	901	899	896	890	890	93.88%
WPMS	468	420	452	399	400	401	402	400	402	401	399	400	85.47%
WMLKES	948	900	817	872	877	885	894	883	878	861	853	851	89.77%
WMLKMS	468	300	401	393	400	400	389	384	390	382	377	376	80.34%
WMLKOHHS	100	0	N/A	61	60	61	58	59	57	56	54	54	54.00%
<b>Houston</b>	<b>7780</b>	<b>6480</b>	<b>6087</b>	<b>6407</b>	<b>6437</b>	<b>6452</b>	<b>6415</b>	<b>6381</b>	<b>6328</b>	<b>6290</b>	<b>6262</b>	<b>6244</b>	<b>80.26%</b>
<b>District</b>	<b>21,298</b>	<b>18,735</b>	<b>17,388</b>	<b>18,656</b>	<b>18,673</b>	<b>18,689</b>	<b>18,574</b>	<b>18,441</b>	<b>18,322</b>	<b>18,283</b>	<b>18,193</b>	<b>18,148</b>	<b>85.21%</b>



INTERNATIONAL LEADERSHIP OF TEXAS

**Faculty and Support Staff New Hires  
Subsequent to April 18, 2019  
For Board Notification on May 15,2019**

<b>NEW HIRES FOR THE 2018-2019 SCHOOL YEAR</b>			
<b>Position</b>	<b>Assignment</b>	<b>Building</b>	<b>Start Date</b>
Teacher	Performance Coach	Windmill Lakes Elementary	4/29/2019
Prof - District	Crisis Counselor	Houston Area Office	4/29/2019
Aux - Maintenance	Landscaper	Houston Area Office	5/1/2019

**All employees are contingent upon Fingerprint and HR Clearance.**

**Total employees hired as of 5/15/2019: 3**

**Total Employee Count for 18/19 SY: 1944.99**





## INTERNATIONAL LEADERSHIP OF TEXAS

**Authorized Position Report  
May 15, 2019**

**2018 - 2019 SCHOOL YEAR**

<b>Position</b>	<b># Positions</b>	<b>Positions Filled</b>	<b>Available FTE</b>	<b>New Campus Positions K-8</b>	<b>New Campus Positions HS</b>
AUX - FOOD SERVICE	19	16	3		
AUX - MAINTENANCE	30	27	3		
AUX - TRANSPORTATION	15	15	0		
COUNSELOR	46	45	1		
LIBRARIAN/MEDIA	17	16	1		
NURSE	19	15	4		
PARA - CAMPUS	344	327.5	16.5		
PARA - DISTRICT	54	53	1		
PROF - CAMPUS	49	40.49	8.51		
PROF - CAMPUS ADMIN	65	64	1		
PROF - DISTRICT	116	106	10		
SLP	13	11	2		
SUPERINTENDENT	1	1	0		
TEACHER	1235.5	1208	27.5		
<b>Total</b>	<b>2023.5</b>	<b>1944.99</b>	<b>78.51</b>	<b>0</b>	<b>0</b>

# Cover Sheet

## CONSIDER/ACT ON APRIL, 2019 FINANCIAL REPORT

**Section:** IV. Board Action Items  
**Item:** A. CONSIDER/ACT ON APRIL, 2019 FINANCIAL REPORT  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** APRIL 30\_2019 FINANCIALS.pdf

### State of Financials and Key Ratios

Key Ratio / Indicators	Results	Status	Notes
YTD Change in Net Assets	\$2,532,491	<b>G</b>	Modified basis
Projected 6/30/19 Days Cash On Hand	48.79	<b>G</b>	Preferred benchmark 20-60 days for FIRST and 45 days for Bond
Administrative Ratio (function 21+41/11+12+13+31)	5.77%	<b>G</b>	FIRST threshold 14%
Current Enrollment (As of end of Month)	18,152	<b>R</b>	Budgeted 18,735
Current Ratio (current asset/current liabilities)	4.88	<b>G</b>	1.00
Debt Service Coverage Ratio (net income before int. pmt and dep / Int and principal pmt)	1.12x	<b>G</b>	1.10x

### Special Notations and Projections

- The March invoice from Amegy Bank(Trustee) for the debt service payment was not received in time to process in the month of March. It was processed along with the April invoice in the month of April.

### Agenda Topics / Decisions to be Made

- Financial Reports:**  
Financial Reports for ILT: Financial Dashboard, Income Statement, Cash Flow projection and Balance Sheet.
  - Financing Updates:** TBD
  - Other Financial Related Reports:**
- 
- Financial Management Related Policies for BOD Discussion:**  
*If yes, please attach motion form*
  - In Compliance with Financial Policies (Yes or No):**

### Activities in Progress or Accomplished

- We are continuing the process of verifying the information that has been entered by the Campuses and Departments into Skyward for the 2019-20 budget. The goal is to have a rough draft of the 19-20 budget by the first part of May.
- We have begun the process of preparing for the end of the 2018-19 school year along with preparation of closing the fiscal year on June 30,2019.
- The independent auditors have completed the 2017 990 IRS form and was sent to the IRS in early May.



**INTERNATIONAL LEADERSHIP OF TEXAS  
STATEMENT OF FINANCIAL POSITION**

<b>ASSETS</b>	<b>AUDITED</b>		
	<u>JUNE 30, 2018</u>	<u>APRIL 30, 2019</u>	<u>APRIL 30, 2018</u>
<b>CURRENT ASSETS</b>			
Cash and cash equivalents	\$ 14,714,466	56,388,446	18,750,877
Due from STATE and FEDERAL programs	22,992,358	16,566,097	8,539,399
Other Receivables	1,513,995	1,074,017	2,003,880
Deferred Expense	127,165	653,913	9,971
Other Current Assets	577,755	603,255	-
<b>Total Current Assets</b>	<u>39,925,739</u>	<u>75,285,728</u>	<u>29,304,127</u>
 <b>PROPERTY AND EQUIPMENT</b>			
Land	36,461,795	38,839,724	9,433,537
Buildings	361,666,176	428,658,506	79,431,329
Furniture and equipment	15,917,954	15,940,309	15,685,941
Vehicles	2,165,867	2,403,591	1,357,643
Less accumulated depreciation	(25,003,842)	(35,513,741)	(14,474,987)
<b>Total Property and Equipment</b>	<u>391,207,951</u>	<u>450,328,389</u>	<u>91,433,463</u>
<b>Total Assets</b>	<u>\$ 431,133,690</u>	<u>525,614,117</u>	<u>120,737,590</u>
 <b>LIABILITIES</b>			
<b>CURRENT LIABILITIES</b>			
Accounts Payable	\$ 909,551	47,513	772,543
Due to student groups	682,820	1,043,668	883,155
Loans - Current	-	-	-
Deferred revenue_Non earned FSP funds	271,070	62,718	6,899,652
Accrued wages payable	10,814,864	11,629,746	5,908,924
Payroll deductions and withholdings	912,776	75,649	42,543
Accrued expenses	2,040,425	-	1,020,213
Other Liabilities	-	-	4,550,000
Current portion of Capital lease payable	11,353,575	-	-
Current portion of long-term debt	2,553,911	2,553,911	5,739,259
<b>Total Current Liabilities</b>	<u>29,538,993</u>	<u>15,413,206</u>	<u>25,816,289</u>
 <b>LONG-TERM LIABILITIES</b>			
Loans			
Other Liabilities	4,550,000	-	-
Finance(Buildings) Lease Liability	294,052,985	-	-
Long-term debt	108,770,263	513,517,778	111,873,024
<b>Total Long-Term Liabilities</b>	<u>407,373,248</u>	<u>513,517,778</u>	<u>111,873,024</u>
<b>Total Liabilities</b>	<u>\$ 436,912,241</u>	<u>528,930,983</u>	<u>137,689,313</u>
 <b>NET ASSETS</b>			
Unrestricted(Beg. 9-1-17 balance)	\$ (11,415,319)	(5,849,357)	(11,844,388)
Current Year Change in Net Asset (Revenue/Expenses)	5,636,770	2,532,491	(5,107,335)
<b>Total Net Assets</b>	<u>(5,778,552)</u>	<u>(3,316,866)</u>	<u>(16,951,723)</u>
<b>Total Liabilities and Net Assets</b>	<u>\$ 431,133,690</u>	<u>525,614,117</u>	<u>120,737,590</u>

\*\*\*Internally Prepared Financial Statements

INTERNATIONAL LEADERSHIP OF TEXAS  
REVENUES & EXPENDITURES MONTHLY REPORT

Ending Net Assets\_6/30/18(Audited)

(5,778,552)

REVENUE	Revised Budget	July Actuals	August Actuals	September Actuals	October Actuals	November Actuals	December Actuals	January Actuals	February Activity	March Activity	April Activity	YTD TOTAL	%age of Budget
5700 Local	3,105,161	74,826	475,075	341,314	533,736	285,316	270,475	332,468	405,049	311,332	326,687	3,356,278	108%
5800 State	165,711,095	13,719,621	14,274,805	14,234,829	13,719,621	13,719,621	13,719,621	13,719,621	13,719,621	13,728,821	13,752,629	138,308,811	83%
5900 Federal	19,283,708	0	485,449	0	151,170	1,386,090	980,767	2,610,839	2,317,894	1,459,641	2,176,592	11,568,442	60%
	188,099,964	13,794,447	15,235,329	14,576,143	14,404,527	15,391,027	14,970,863	16,662,928	16,442,564	15,499,794	16,255,909	153,233,532	81%
<b>EXPENSE</b>													
11 Instructional	86,669,716	6,476,412	6,739,458	7,214,196	7,454,966	7,858,940	7,171,148	6,905,061	7,160,943	7,081,024	7,192,590	71,254,738	82%
12 Library and Media	874,992	57,793	65,151	67,253	67,910	69,767	73,756	69,704	67,616	63,778	76,307	679,034	78%
13 Curriculum development	7,204,311	334,505	418,470	432,248	502,135	744,706	461,002	500,205	532,953	399,054	630,397	4,955,676	69%
21 Instructional Leadership	1,568,681	66,792	95,085	105,946	104,913	104,375	98,684	105,890	102,296	107,275	112,184	1,003,440	64%
23 School Leadership	9,616,989	706,399	812,082	796,931	777,778	785,099	710,058	756,196	771,231	759,233	744,859	7,619,866	79%
31 Guidance & Counseling	4,854,404	298,700	259,133	305,207	538,794	351,848	361,812	411,958	353,149	367,482	437,920	3,686,001	76%
32 Social services	46,000	0	0	374	304	535	50	332	1,704	1,647	1,692	6,639	14%
33 Health Services	1,528,140	105,965	108,969	118,715	123,329	144,035	136,866	144,248	130,406	124,223	120,357	1,257,113	82%
34 Student Transportation	1,067,559	44,603	59,542	77,688	91,534	99,101	85,547	72,565	90,124	72,211	113,419	806,334	76%
35 Food Services	8,280,741	20,325	30,846	76,672	417,664	668,688	880,330	1,148,653	661,207	51,277	1,539,771	5,495,433	66%
36 Extra Curricular Activities	2,044,999	113,420	207,199	122,300	133,623	124,600	109,899	127,091	154,043	168,608	158,357	1,419,139	69%
41 General Administration	4,564,526	349,881	333,050	370,030	475,343	349,875	352,517	389,625	317,385	349,658	359,699	3,647,063	80%
51 Facilities Maintenance	23,816,852	2,578,268	3,535,756	3,491,047	-1,551,679	1,937,949	1,892,663	1,351,784	1,789,004	1,703,701	1,825,808	18,554,299	78%
52 Security and Monitoring	1,693,880	94	25,758	228,363	167,279	212,664	137,672	133,801	176,977	163,054	193,216	1,438,878	85%
53 Technology / Data Systems	5,409,440	224,224	531,470	312,475	440,200	412,873	368,706	806,402	353,419	372,014	606,223	4,428,006	82%
61 Community Services	1,216,745	24,767	47,211	85,472	34,400	38,555	43,487	41,124	133,464	105,057	63,274	616,811	51%
71 Debt Service	25,241,730	662,118	577,236	998,154	5,288,480	2,002,637	559,457	2,123,057	6,389,400	51,789	5,180,241	23,832,570	94%
<b>Total</b>	185,699,705	12,064,266	13,846,414	14,803,071	15,066,973	15,906,248	13,443,654	15,087,698	19,185,321	11,941,085	19,356,312	150,701,041	81%
<b>Change in Net Assets</b>	2,400,259	1,730,181	1,388,915	(226,928)	(662,446)	(515,221)	1,527,210	1,575,231	(2,742,757)	3,558,710	(3,100,403)	2,532,491	
<b>Ending Net Assets Balance</b>												<b>(3,246,061)</b>	
6100 Payroll	104,081,695	8,491,364	8,491,364	8,591,611	8,569,053	8,621,727	8,597,233	8,526,315	8,774,143	8,469,764	8,796,863	85,929,438	83%
6200 Contr. Services	27,296,078	2,348,849	3,026,946	3,872,782	-3,482,433	2,793,336	2,052,089	2,701,647	1,951,409	1,244,816	3,117,715	19,627,156	72%
6300 Supplies	11,607,570	29,119	311,479	1,151,927	1,265,045	1,184,224	1,059,932	354,833	680,073	838,069	950,697	7,825,399	67%
6400 Oth. Operating	17,183,239	532,815	1,439,390	188,596	3,426,829	1,304,324	1,174,943	1,169,242	1,431,961	1,342,622	1,334,771	13,345,494	78%
6500 Debt Service	25,241,730	662,118	577,236	998,154	5,288,480	2,002,637	559,457	2,123,057	6,341,449	27,814	5,156,266	23,736,668	94%
6600 Capital Outlay	236,953	0	0	0	0	0	0	212,602	6,285	18,000	0	236,887	100%
	185,647,265	12,064,266	13,846,414	14,803,071	15,066,973	15,906,248	13,443,654	15,087,697	19,185,321	11,941,085	19,356,312	150,701,042	81%

\*\*Internally prepared Financials, subject to change.

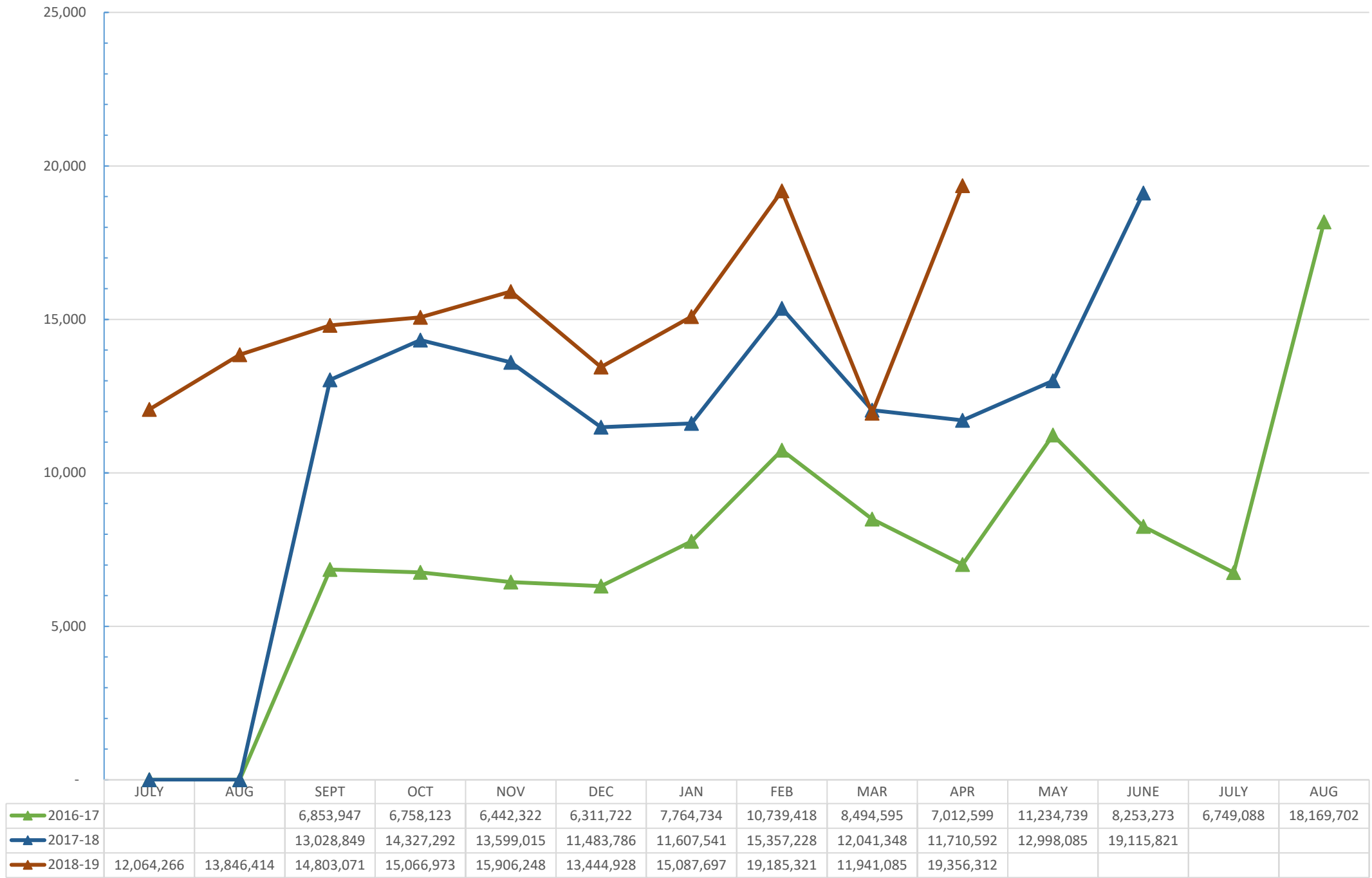
International Leadership of Texas  
Cash Flow Projection

	Beg. Bal. (6/30/18)													Projected 6/30/19		
	6,657,569	11,562,835	14,200,758	24,451,398	41,928,902	44,012,523	38,093,703	33,592,139	24,889,474	19,398,446	18,493,755	13,941,520		12,636,954	10,998,453	
	July '18	August '18	September '18	October '18	November '18	December '18	January '19	February '19	March '19	April '19	May '19	June '19	Totals	July '19	August '19	
<b>Inflows</b>																
Cash Balance	6,657,569	11,562,835	14,200,758	24,451,398	41,928,902	44,012,523	38,093,703	33,592,139	24,889,474	19,398,446	18,493,755	13,941,520		12,636,954	10,998,453	
Local	74,826	475,075	341,314	533,736	285,316	270,475	332,468	405,049	311,332	326,687	250,000	250,000	3,856,278	250,000	250,000	
State	9,464,658	12,912,355	35,258,756	28,987,168	15,587,938	6,912,482	6,986,188	7,103,075	7,443,796	12,667,731	8,100,564	11,348,233	162,772,944	11,365,861	12,972,172	
Federal	-	485,449	-	151,170	1,386,090	(544,483)	2,610,839	2,317,894	1,459,641	1,176,592	1,750,000	1,750,000	12,543,192	1,750,000	1,750,000	
Other Sources	-	-	-	-	-	-	-	-	-	3,682,900.00	-	-	-	-	-	
Short-term Loan	7,000,000	3,000,000	-	-	-	-	-	-	-	-	-	-	-	-	-	
<b>Total inflows</b>	<b>16,539,484</b>	<b>16,872,879</b>	<b>35,600,070</b>	<b>29,672,074</b>	<b>17,259,344</b>	<b>6,638,474</b>	<b>9,929,495</b>	<b>9,826,018</b>	<b>9,214,769</b>	<b>17,853,911</b>	<b>10,100,564</b>	<b>13,348,233</b>		<b>13,365,861</b>	<b>14,972,172</b>	
<b>Outflows</b>																
Payroll	6,932,077	7,890,788	8,591,611	8,569,053	8,621,727	8,597,233	8,526,315	8,774,143	8,469,764	8,796,863	8,560,381	8,560,381	100,890,335	8,560,381	8,560,381	
Contr. Svcs	2,648,849	3,026,946	3,872,782	(3,482,433)	2,793,336	2,052,089	2,701,647	1,951,409	1,244,816	3,117,715	1,950,000	1,950,000	23,827,156	1,950,000	1,950,000	
Supplies	29,119	311,479	1,151,927	1,265,045	1,184,224	1,059,932	354,833	680,073	838,069	950,697	833,621	833,621	9,492,641	833,621	833,621	
Oth. Oper.	532,815	389,390	188,596	276,829	254,324	124,943	119,242	381,961	292,622	284,771	294,332	294,332	3,434,158	294,332	294,332	
Debt Service	662,118	577,236	998,154	5,288,480	2,002,637	559,457	2,123,057	6,341,449	27,814	5,156,266	2,420,178	2,420,178	28,577,024	2,771,741	3,077,922	
Capital Outlay	-	-	-	-	-	-	212,602	6,285	18,000	-	-	-	-	-	-	
Short-term loan	-	-	10,000,000	-	-	-	-	-	-	-	-	-	-	-	-	
Non-Expense(Principal)	829,239	2,039,118	546,360	277,597	319,474	163,641	393,362	393,362	3,814,713	452,289	594,287	594,287	10,417,729	594,287	2,514,287	
<b>Total outflows</b>	<b>11,634,218</b>	<b>14,234,956</b>	<b>25,349,430</b>	<b>12,194,570</b>	<b>15,175,722</b>	<b>12,557,295</b>	<b>14,431,059</b>	<b>18,528,682</b>	<b>14,705,798</b>	<b>18,758,601</b>	<b>14,652,799</b>	<b>14,652,799</b>		<b>15,004,362</b>	<b>17,230,543</b>	
Month End Balance	11,562,835	14,200,758	24,451,398	41,928,902	44,012,523	38,093,703	33,592,139	24,889,474	19,398,446	18,493,755	13,941,520	12,636,954		10,998,453	8,740,082	

\*\*Internally Prepared projection



### TOTAL MONTHLY EXPENSES



# Cover Sheet

## CONSIDER/ACT ON EXPENDITURES EXCEEDING \$100,000

**Section:** IV. Board Action Items  
**Item:** B. CONSIDER/ACT ON EXPENDITURES EXCEEDING \$100,000  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Over \$100K items for Board Approval.pdf

## ILTexas Items over \$100,000

Vendor Name	Description	Amount	Funding Source
Flinn Scientific	Science Lab Equipment & Supplies (K-12)	\$ 140,000.00	420
Learning A-Z	Learning A-Z Digital Courseware: Leveled Readers, Levels A-Z in English and Spanish, Writing A-Z	\$ 207,441.00	420
iStations	iStations Digital Courseware K-8: State Required Early Reading Indicator, Progress Monitoring, Reading Levels & Tiers 1,2 & 3 Interventions in English and Spanish	\$ 194,590.50	410
Pearson	Envision Math Payment Installments for ES Math Adoption	\$ 361,761.06	410
	Textbooks	\$ 48,196.80	410
	Textbooks	\$ 35,412.99	420
Imagine Math	Imagine Math Digital Courseware: Math Assessments, Progress Monitoring & Tiers 1,2& 3 Interventions	\$ 126,400.00	410
Scholastic	Scholastic Magazines (weekly readers/magazines for each student, current events & non-fiction texts)	\$ 136,807.22	420
Peoples Education	3-High School EOC STAAR/EOC Supplemental Prep Materials (Measuring Up) & Consumables *Under Review	\$ 583,000.00	211
Edmentum	Plato Credit Recovery/Digital Courseware	\$ 84,793.75	420
	Study Island Courseware (MAP Integration) *Under Review	\$ 152,400.00	211



# Cover Sheet

## Consider approval of Resolution for revolving line of credit with BBVA-Compass

**Section:** IV. Board Action Items  
**Item:** C. Consider approval of Resolution for revolving line of credit  
with BBVA-Compass  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution BBVA Revolving Line of Credit.pdf

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.,  
DBA INTERNATIONAL LEADERSHIP OF TEXAS**

**International Leadership of Texas  
BOARD RESOLUTION**

**WHEREAS**, the Board of Directors of the International American Education Federation, Inc., dba International Leadership of Texas (“ILTexas”) desires to establish a Revolving Line of Credit with BBVA-Compass bank;

**NOW, THEREFORE**, the Board of Directors of ILTexas, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, does hereby adopt the following Resolutions: Establish a Revolving Line of Credit with BBVA-Compass Bank.

*[Signature Page Follows]*

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC., DBA INTERNATIONAL LEADERSHIP OF TEXAS, ON THE **15<sup>th</sup> DAY OF May, 2019**.

Members Voting in Favor of Resolution:

\_\_\_\_\_  
Maj. Gen. James Williams, Board President

\_\_\_\_\_  
Lynne Beach, M.D., Board Vice President

\_\_\_\_\_  
Mr. Tracy Cox, Board Secretary

\_\_\_\_\_  
Edwin Flores, Ph.D., Board Member

\_\_\_\_\_  
Dr. Soner Tarim, Board Member

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on **May 15, 2019**, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
Secretary \_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_



# Cover Sheet

## Consider/act to approve I.A.E.F., Inc. 2017 IRS Form 990

**Section:** IV. Board Action Items  
**Item:** D. Consider/act to approve I.A.E.F., Inc. 2017 IRS Form 990  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** I.A.E.F. Inc. 2017 IRS Form 990.pdf

Form **990**

**CHANGE OF ACCOUNTING PERIOD**

OMB No. 1545-0047

**Return of Organization Exempt From Income Tax**

**2017**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)  
 ▶ Do not enter social security numbers on this form as it may be made public.  
 ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

Open to Public Inspection

Department of the Treasury  
Internal Revenue Service

**A** For the 2017 calendar year, or tax year beginning **9/01**, 2017, and ending **6/30**, 2018

- B** Check if applicable:
- Address change
  - Name change
  - Initial return
  - Final return/terminated
  - Amended return
  - Application pending

**C**  
**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS**  
**1820 N GLENVILLE DRIVE #100**  
**RICHARDSON, TX 75081**

**D** Employer identification number  
**27-4549127**

**E** Telephone number  
**(972) 479-9078**

**G** Gross receipts \$ **141,335,468.**

**F** Name and address of principal officer: **DR. ALAN SEAY**  
**SAME AS C ABOVE**

**H(a)** Is this a group return for subordinates?  Yes  No  
**H(b)** Are all subordinates included?  Yes  No  
 If "No," attach a list. (see instructions)

**I** Tax-exempt status  501(c)(3)  501(c) ( ) ▶ (insert no.)  4947(a)(1) or  527

**J** Website: ▶ **WWW.ILTEXAS.ORG**

**H(c)** Group exemption number ▶

**K** Form of organization:  Corporation  Trust  Association  Other ▶ **L** Year of formation: **2011** **M** State of legal domicile: **TX**

**Part I Summary**

<b>Activities &amp; Governance</b>	<b>1</b> Briefly describe the organization's mission or most significant activities: <u>THE MISSION OF INTERNATIONAL LEADERSHIP OF TEXAS IS TO PREPARE STUDENTS FOR EXCEPTIONAL LEADERSHIP ROLES IN THE INTERNATIONAL COMMUNITY BY EMPHASIZING SERVANT LEADERSHIP, MASTERING THE ENGLISH, SPANISH AND CHINESE LANGUAGES, AND STRENGTHENING THE BODY, MIND AND CHARACTER.</u>			
	<b>2</b> Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.			
	<b>3</b> Number of voting members of the governing body (Part VI, line 1a) .....	<b>3</b>	<b>5</b>	
	<b>4</b> Number of independent voting members of the governing body (Part VI, line 1b) .....	<b>4</b>	<b>5</b>	
	<b>5</b> Total number of individuals employed in calendar year 2017 (Part V, line 2a) .....	<b>5</b>	<b>2,439</b>	
	<b>6</b> Total number of volunteers (estimate if necessary) .....	<b>6</b>	<b>210</b>	
	<b>7a</b> Total unrelated business revenue from Part VIII, column (C), line 12 .....	<b>7a</b>	<b>0.</b>	
	<b>b</b> Net unrelated business taxable income from Form 990-T, line 34 .....	<b>7b</b>	<b>0.</b>	
	<b>Revenue</b>	<b>8</b> Contributions and grants (Part VIII, line 1h) .....	<b>Prior Year</b>	<b>Current Year</b>
		<b>9</b> Program service revenue (Part VIII, line 2g) .....	<b>93,485,158.</b>	<b>137,084,286.</b>
<b>10</b> Investment income (Part VIII, column (A), lines 3, 4, and 7d) .....		<b>4,214,429.</b>	<b>2,721,455.</b>	
<b>11</b> Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e) .....		<b>67,716.</b>	<b>121,663.</b>	
<b>12</b> Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12) .....		<b>97,767,303.</b>	<b>141,335,468.</b>	
<b>13</b> Grants and similar amounts paid (Part IX, column (A), lines 1-3) .....			<b>376,426.</b>	
<b>14</b> Benefits paid to or for members (Part IX, column (A), line 4) .....				
<b>Expenses</b>	<b>15</b> Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10) .....	<b>61,755,359.</b>	<b>81,574,008.</b>	
	<b>16a</b> Professional fundraising fees (Part IX, column (A), line 11e) .....			
	<b>b</b> Total fundraising expenses (Part IX, column (D), line 25) ▶			
	<b>17</b> Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e) .....	<b>43,025,526.</b>	<b>53,748,267.</b>	
	<b>18</b> Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25) .....	<b>104,780,885.</b>	<b>135,698,701.</b>	
	<b>19</b> Revenue less expenses. Subtract line 18 from line 12 .....	<b>-7,013,582.</b>	<b>5,636,767.</b>	
<b>Net Assets or Fund Balances</b>	<b>20</b> Total assets (Part X, line 16) .....	<b>Beginning of Current Year</b>	<b>End of Year</b>	
	<b>21</b> Total liabilities (Part X, line 26) .....	<b>124,908,102.</b>	<b>431,133,690.</b>	
	<b>22</b> Net assets or fund balances. Subtract line 21 from line 20 .....	<b>136,322,265.</b>	<b>436,912,242.</b>	

**Part II Signature Block**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

**Sign Here**  
 Signature of officer: *Alan Seay* Date: **5/8/2019**  
**DR. ALAN SEAY** CEO  
 Type or print name and title

**Paid Preparer Use Only**  
 Print/type preparer's name: **AMY MICHIE** Preparer's signature: *Amy Michie* Date: **5.7.19**  
 Check  if self-employed PTIN: **P00956657**  
 Firm's name: ▶ **SUTTON FROST CARY LLP** Firm's EIN: ▶ **75-2593210**  
 Firm's address: ▶ **600 SIX FLAGS DR., SUITE 600** Phone no.: **(817) 649-8083**  
**ARLINGTON, TX 76011**

May the IRS discuss this return with the preparer shown above? (see instructions)  Yes  No

**Part III Statement of Program Service Accomplishments**

Check if Schedule O contains a response or note to any line in this Part III

1 Briefly describe the organization's mission:

SEE SCHEDULE O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ?  Yes  No

If 'Yes,' describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services?  Yes  No

If 'Yes,' describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code: ) (Expenses \$ 92,770,555. including grants of \$ 376,426.) (Revenue \$ 2,721,455.)

EDUCATION - WE PROVIDE UNIQUE INSTRUCTION FOR K-12. INTERNATIONAL LEADERSHIP OF TEXAS OFFERS A TRI-LINGUAL MODEL, TEACHING ENGLISH, SPANISH AND MANDARIN CHINESE. WE ALSO TEACH A CHARACTER BASED CURRICULUM FOCUSED ON BODY, MIND AND SPIRIT (CHARACTER). WE OPERATED 26 CAMPUSES AT 15 LOCATIONS SERVING APPROXIMATELY 15,900 STUDENTS DURING THE 10-MONTH PERIOD ENDED JUNE 30, 2018.

4b (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4c (Code: ) (Expenses \$ including grants of \$ ) (Revenue \$ )

4d Other program services (Describe in Schedule O.)

(Expenses \$ including grants of \$ ) (Revenue \$ )

4e Total program service expenses 92,770,555.



**Part IV Checklist of Required Schedules**

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If 'Yes,' complete Schedule A.</i>	X	
2	Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> (see instructions)?	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If 'Yes,' complete Schedule C, Part I.</i>		X
4	<b>Section 501(c)(3) organizations.</b> Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If 'Yes,' complete Schedule C, Part II.</i>		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? <i>If 'Yes,' complete Schedule C, Part III.</i>		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If 'Yes,' complete Schedule D, Part I.</i>		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If 'Yes,' complete Schedule D, Part II.</i>		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If 'Yes,' complete Schedule D, Part III.</i>		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If 'Yes,' complete Schedule D, Part IV.</i>		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? <i>If 'Yes,' complete Schedule D, Part V.</i>	X	
11	If the organization's answer to any of the following questions is "Yes", then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If 'Yes,' complete Schedule D, Part VI.</i>	X	
b	Did the organization report an amount for investments — other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VII.</i>		X
c	Did the organization report an amount for investments — program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part VIII.</i>		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? <i>If 'Yes,' complete Schedule D, Part IX.</i>		X
e	Did the organization report an amount for other liabilities in Part X, line 25? <i>If 'Yes,' complete Schedule D, Part X.</i>	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If 'Yes,' complete Schedule D, Part X.</i>	X	
12a	Did the organization obtain separate, independent audited financial statements for the tax year? <i>If 'Yes,' complete Schedule D, Parts XI and XII.</i>		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional.</i>	X	
13	Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If 'Yes,' complete Schedule E.</i>	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If 'Yes,' complete Schedule F, Parts I and IV.</i>		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If 'Yes,' complete Schedule F, Parts II and IV.</i>		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If 'Yes,' complete Schedule F, Parts III and IV.</i>		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If 'Yes,' complete Schedule G, Part I</i> (see instructions).		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If 'Yes,' complete Schedule G, Part II.</i>		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If 'Yes,' complete Schedule G, Part III.</i>		X



**Part IV Checklist of Required Schedules** (continued)

	Yes	No
<b>20a</b> Did the organization operate one or more hospital facilities? <i>If 'Yes,' complete Schedule H.</i>		X
<b>b</b> If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?		
<b>21</b> Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If 'Yes,' complete Schedule I, Parts I and II.</i>		X
<b>22</b> Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? <i>If 'Yes,' complete Schedule I, Parts I and III.</i>	X	
<b>23</b> Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? <i>If 'Yes,' complete Schedule J.</i>	X	
<b>24a</b> Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? <i>If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No,' go to line 25a.</i>	X	
<b>b</b> Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		X
<b>c</b> Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		X
<b>d</b> Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?		X
<b>25a</b> <b>Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.</b> Did the organization engage in an excess benefit transaction with a disqualified person during the year? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
<b>b</b> Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? <i>If 'Yes,' complete Schedule L, Part I.</i>		X
<b>26</b> Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? <i>If 'Yes,' complete Schedule L, Part II.</i>		X
<b>27</b> Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? <i>If 'Yes,' complete Schedule L, Part III.</i>		X
<b>28</b> Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):		
<b>a</b> A current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
<b>b</b> A family member of a current or former officer, director, trustee, or key employee? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
<b>c</b> An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? <i>If 'Yes,' complete Schedule L, Part IV.</i>		X
<b>29</b> Did the organization receive more than \$25,000 in non-cash contributions? <i>If 'Yes,' complete Schedule M.</i>	X	
<b>30</b> Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? <i>If 'Yes,' complete Schedule M.</i>		X
<b>31</b> Did the organization liquidate, terminate, or dissolve and cease operations? <i>If 'Yes,' complete Schedule N, Part I.</i>		X
<b>32</b> Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? <i>If 'Yes,' complete Schedule N, Part II.</i>		X
<b>33</b> Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? <i>If 'Yes,' complete Schedule R, Part I.</i>		X
<b>34</b> Was the organization related to any tax-exempt or taxable entity? <i>If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1.</i>	X	
<b>35a</b> Did the organization have a controlled entity within the meaning of section 512(b)(13)?	X	
<b>b</b> If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
<b>36</b> <b>Section 501(c)(3) organizations.</b> Did the organization make any transfers to an exempt non-charitable related organization? <i>If 'Yes,' complete Schedule R, Part V, line 2.</i>		X
<b>37</b> Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? <i>If 'Yes,' complete Schedule R, Part VI.</i>		X
<b>38</b> Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? <b>Note.</b> All Form 990 filers are required to complete Schedule O	X	

BAA

Form 990 (2017)



**Part V Statements Regarding Other IRS Filings and Tax Compliance**

Check if Schedule O contains a response or note to any line in this Part V.

		Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable. . . . .		
1 a	118		
1 b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable. . . . .		
1 b	0		
1 c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners? . . . . .	X	
2 a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return . . . . .		
2 a	2,439		
2 b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? . . . . .	X	
<b>Note.</b> If the sum of lines 1a and 2a is greater than 250, you may be required to e-file (see instructions)			
3 a	Did the organization have unrelated business gross income of \$1,000 or more during the year? . . . . .		X
3 b	If 'Yes,' has it filed a Form 990-T for this year? If 'No' to line 3b, provide an explanation in Schedule O. . . . .		
4 a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)? . . . . .		X
4 b	If 'Yes,' enter the name of the foreign country: See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).		
5 a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year? . . . . .		X
5 b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction? . . . . .		X
5 c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T? . . . . .		
6 a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions? . . . . .		X
6 b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible? . . . . .		
<b>7 Organizations that may receive deductible contributions under section 170(c).</b>			
7 a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor? . . . . .		X
7 b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided? . . . . .		
7 c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282? . . . . .		X
7 d	If 'Yes,' indicate the number of Forms 8282 filed during the year . . . . .		
7 e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract? . . . . .		X
7 f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract? . . . . .		X
7 g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required? . . . . .		
7 h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C? . . . . .		
<b>8 Sponsoring organizations maintaining donor advised funds.</b> Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year? . . . . .			
8			
<b>9 Sponsoring organizations maintaining donor advised funds.</b>			
9 a	Did the sponsoring organization make any taxable distributions under section 4966? . . . . .		
9 b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person? . . . . .		
<b>10 Section 501(c)(7) organizations.</b> Enter:			
10 a	Initiation fees and capital contributions included on Part VIII, line 12. . . . .		
10 b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities . . . . .		
<b>11 Section 501(c)(12) organizations.</b> Enter:			
11 a	Gross income from members or shareholders . . . . .		
11 b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) . . . . .		
12 a	<b>Section 4947(a)(1) non-exempt charitable trusts.</b> Is the organization filing Form 990 in lieu of Form 1041? . . . . .		
12 b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year. . . . .		
<b>13 Section 501(c)(29) qualified nonprofit health insurance issuers.</b>			
13 a	Is the organization licensed to issue qualified health plans in more than one state? . . . . .		
<b>Note.</b> See the instructions for additional information the organization must report on Schedule O.			
13 b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans . . . . .		
13 c	Enter the amount of reserves on hand. . . . .		
14 a	Did the organization receive any payments for indoor tanning services during the tax year? . . . . .		X
14 b	If 'Yes,' has it filed a Form 720 to report these payments? If 'No,' provide an explanation in Schedule O. . . . .		



**Part VI Governance, Management, and Disclosure** For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI.  X

**Section A. Governing Body and Management**

		Yes	No
<b>1 a</b>	Enter the number of voting members of the governing body at the end of the tax year . . . . . If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.		
<b>1 b</b>	Enter the number of voting members included in line 1a, above, who are independent . . . . .		
<b>2</b>	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? . . . . .		X
<b>3</b>	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? . . . . .		X
<b>4</b>	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? . . . . .		X
<b>5</b>	Did the organization become aware during the year of a significant diversion of the organization's assets? . . . . .		X
<b>6</b>	Did the organization have members or stockholders? . . . . .		X
<b>7 a</b>	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? . . . . .		X
<b>7 b</b>	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? . . . . .		X
<b>8</b>	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
<b>a</b>	The governing body? . . . . .	X	
<b>b</b>	Each committee with authority to act on behalf of the governing body? . . . . .	X	
<b>9</b>	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If 'Yes,' provide the names and addresses in Schedule O . . . . .		X

**Section B. Policies** (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
<b>10 a</b>	Did the organization have local chapters, branches, or affiliates? . . . . .		X
<b>10 b</b>	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? . . . . .		
<b>11 a</b>	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? . . . . .	X	
<b>11 b</b>	Describe in Schedule O the process, if any, used by the organization to review this Form 990. SEE SCHEDULE O . . . . .		
<b>12 a</b>	Did the organization have a written conflict of interest policy? If 'No,' go to line 13 . . . . .	X	
<b>12 b</b>	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? . . . . .	X	
<b>12 c</b>	Did the organization regularly and consistently monitor and enforce compliance with the policy? If 'Yes,' describe in Schedule O how this was done . . . . . SEE SCHEDULE O . . . . .	X	
<b>13</b>	Did the organization have a written whistleblower policy? . . . . .	X	
<b>14</b>	Did the organization have a written document retention and destruction policy? . . . . .	X	
<b>15</b>	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
<b>a</b>	The organization's CEO, Executive Director, or top management official. . . . . SEE SCHEDULE O . . . . .	X	
<b>b</b>	Other officers or key employees of the organization. . . . . If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).	X	
<b>16 a</b>	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? . . . . .		X
<b>16 b</b>	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? . . . . .		

**Section C. Disclosure**

- 17** List the states with which a copy of this Form 990 is required to be filed ▶ NONE
- 18** Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.  
 Own website     Another's website     Upon request     Other (explain in Schedule O)
- 19** Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. **SEE SCHEDULE O**
- 20** State the name, address, and telephone number of the person who possesses the organization's books and records: ▶  
**RONALD KUEHLER 1820 N GLENVILLE DRIVE #100 RICHARDSON TX 75081 (972) 479-9078**



**Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors**

Check if Schedule O contains a response or note to any line in this Part VII

**Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

**1 a** Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)					(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee			
(1) TRACY COX SECRETARY	1 0	X		X			0.	0.	0.
(2) CURTIS DONALDSON MEMBER	1 1	X					0.	0.	0.
(3) DR. LYNN BEACH VICE PRESIDENT	1 0	X		X			0.	0.	0.
(4) MAJOR GENERAL JAMES WILLIAMS PRESIDENT	1 0	X		X			0.	0.	0.
(5) DR. EDWIN FLORES MEMBER	1 1	X					0.	0.	0.
(6) EDWARD CONGER SUPERINTENDENT	40 5			X			172,233.	0.	16.
(7) JERRY MCCREIGHT - CFO TO 1/18 CHIEF ADMIN OFF	40 2			X			151,250.	0.	4,148.
(8) RONALD KUEHLER - EFF 1/2018 CFO	40 0			X			131,045.	0.	3,806.
(9) DR. ALAN SEAY - EFF 1/2018 CEO	40 0			X			0.	0.	0.
(10) LAURA CARRASCO CAO	40 0					X	141,250.	0.	4,148.
(11) DAVID CHAPASKO AREA SUPER.	40 0					X	124,167.	0.	4,148.
(12) OSTROVA MCGARY AREA SUPER.	40 0					X	113,521.	0.	1,419.
(13) ANTHONY PALAGONIA CHIEF OF STAFF	40 0					X	129,163.	0.	4,148.
(14) DENNIS TAYLOR AREA SUPER.	40 0					X	117,083.	0.	4,148.

**Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** (continued)

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15) -----										
(16) -----										
(17) -----										
(18) -----										
(19) -----										
(20) -----										
(21) -----										
(22) -----										
(23) -----										
(24) -----										
(25) -----										

**1 b Sub-total** ..... 1,079,712. 0. 25,981.  
**c Total from continuation sheets to Part VII, Section A** ..... 0. 0. 0.  
**d Total (add lines 1b and 1c)** ..... 1,079,712. 0. 25,981.

**2** Total number of individuals (including but not limited to those listed above) who received more than \$100,000 of reportable compensation from the organization ▶ 15

	Yes	No
<b>3</b> Did the organization list any <b>former</b> officer, director, or trustee, key employee, or highest compensated employee on line 1a? <i>If 'Yes,' complete Schedule J for such individual.</i> .....	3	X
<b>4</b> For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? <i>If 'Yes,' complete Schedule J for such individual.</i> .....	4	X
<b>5</b> Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? <i>If 'Yes,' complete Schedule J for such person.</i> .....	5	X

**Section B. Independent Contractors**

**1** Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation
PARAMOUNT SERVICES, INC. 4535 SUNBELT DR. ADDISON, TX 75001	CUSTODIAL SERVICES	589,430.
HOUGHTON MIFFLIN HARCOURT 125 HIGH STREET BOSTON, MA 02110	BOOKS	847,937.
REVOLUTION FOODS, INC. P O BOX 742759 LOS ANGELES, CA 90074-2759	FOOD SERVICES	2,653,013.
C2M TECH 2315 LUNA RD, STE 100 CARROLLTON, TX 75006	TECH SERV & EQUIPMNT	4,006,544.
PEOPLES EDUCATION PO BOX 513 SADDLEBROOK, NJ 07663	BOOKS	677,130.

**2** Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 of compensation from the organization ▶ 44



**Part VIII Statement of Revenue**

Check if Schedule O contains a response or note to any line in this Part VIII.

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514	
<b>Contributions, Gifts, Grants and Other Similar Amounts</b>	<b>1 a</b> Federated campaigns	<b>1 a</b>					
	<b>b</b> Membership dues	<b>1 b</b>					
	<b>c</b> Fundraising events	<b>1 c</b>					
	<b>d</b> Related organizations	<b>1 d</b>					
	<b>e</b> Government grants (contributions)	<b>1 e</b> 136991919.					
	<b>f</b> All other contributions, gifts, grants, and similar amounts not included above	<b>1 f</b> 92,367.					
	<b>g</b> Noncash contributions included in lines 1a-1f: \$	158,137.					
	<b>h Total.</b> Add lines 1a-1f.		137084286.				
<b>Program Service Revenue</b>	<b>2 a</b> OTHER PROGRAM SERVICE						
		Business Code 611710	1,139,543.	1,139,543.			
	<b>b</b> FOOD SERVICE REVENUE	722210	873,684.	873,684.			
	<b>c</b> REVENUE FROM MEMBER DISTR	611710	708,228.	708,228.			
	<b>d</b>						
	<b>e</b>						
	<b>f</b> All other program service revenue						
<b>g Total.</b> Add lines 2a-2f.		2,721,455.					
<b>Other Revenue</b>	<b>3</b> Investment income (including dividends, interest and other similar amounts)		121,663.			121,663.	
	<b>4</b> Income from investment of tax-exempt bond proceeds						
	<b>5</b> Royalties						
	<b>6 a</b> Gross rents	(i) Real	(ii) Personal				
		<b>b</b> Less: rental expenses					
		<b>c</b> Rental income or (loss)					
		<b>d</b> Net rental income or (loss)					
	<b>7 a</b> Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
		<b>b</b> Less: cost or other basis and sales expenses					
		<b>c</b> Gain or (loss)					
		<b>d</b> Net gain or (loss)					
	<b>8 a</b> Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18	<b>a</b>					
		<b>b</b> Less: direct expenses	<b>b</b>				
		<b>c</b> Net income or (loss) from fundraising events					
	<b>9 a</b> Gross income from gaming activities. See Part IV, line 19	<b>a</b>					
<b>b</b> Less: direct expenses		<b>b</b>					
<b>c</b> Net income or (loss) from gaming activities							
<b>10 a</b> Gross sales of inventory, less returns and allowances	<b>a</b>						
	<b>b</b> Less: cost of goods sold	<b>b</b>					
	<b>c</b> Net income or (loss) from sales of inventory						
Miscellaneous Revenue		Business Code					
<b>11 a</b> INSURANCE SETTLEMENT	900099	1,408,064.			1,408,064.		
<b>b</b>							
<b>c</b>							
<b>d</b> All other revenue							
<b>e Total.</b> Add lines 11a-11d.		1,408,064.					
<b>12 Total revenue.</b> See instructions		141335468.	2,721,455.	0.	1,529,727.		



**Part IX Statement of Functional Expenses**

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX.

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22	376,426.	376,426.		
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	565,009.	0.	565,009.	0.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	72,135,896.	67,246,801.	4,889,095.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	2,243,323.	2,092,706.	150,617.	
9 Other employee benefits	5,664,220.	5,225,953.	438,267.	
10 Payroll taxes	965,560.	889,205.	76,355.	
11 Fees for services (non-employees):				
a Management				
b Legal	3,525.		3,525.	
c Accounting	60,000.		60,000.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	11,735,776.	5,928,393.	5,807,383.	
12 Advertising and promotion				
13 Office expenses				
14 Information technology				
15 Royalties				
16 Occupancy	2,910,080.	1,362.	2,908,718.	
17 Travel	829,185.	698,657.	130,528.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest	8,932,164.		8,932,164.	
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	14,857,448.	3,102,133.	11,755,315.	
23 Insurance	5,909,264.	172,719.	5,736,545.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a GENERAL SUPPLIES	3,743,549.	3,114,832.	628,717.	
b EDUCATIONAL SUPPLIES	2,050,402.	2,050,063.	339.	
c MISCELLANEOUS OPERATING COSTS	945,487.	581,457.	364,030.	
d RENTALS	682,963.	682,963.		
e All other expenses	1,088,424.	606,885.	481,539.	
25 Total functional expenses. Add lines 1 through 24e	135,698,701.	92,770,555.	42,928,146.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

**Part X Balance Sheet**

Check if Schedule O contains a response or note to any line in this Part X

		(A)		(B)	
		Beginning of year		End of year	
<b>Assets</b>	1	Cash – non-interest-bearing.....	19,683,676.	1	14,714,466.
	2	Savings and temporary cash investments.....		2	
	3	Pledges and grants receivable, net.....	10,837,580.	3	22,992,358.
	4	Accounts receivable, net.....	181,276.	4	1,513,995.
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L.....		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L.....		6	
	7	Notes and loans receivable, net.....		7	
	8	Inventories for sale or use.....		8	
	9	Prepaid expenses and deferred charges.....		9	127,165.
	10 a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D.....	10 a 416,211,792.		
	b	Less: accumulated depreciation.....	10 b 25,003,841.		
			93,481,225.	10 c	391,207,951.
	11	Investments – publicly traded securities.....		11	
	12	Investments – other securities. See Part IV, line 11.....		12	
	13	Investments – program-related. See Part IV, line 11.....		13	
	14	Intangible assets.....		14	
15	Other assets. See Part IV, line 11.....	724,345.	15	577,755.	
16	<b>Total assets.</b> Add lines 1 through 15 (must equal line 34).....	124,908,102.	16	431,133,690.	
<b>Liabilities</b>	17	Accounts payable and accrued expenses.....	4,015,880.	17	14,677,618.
	18	Grants payable.....		18	
	19	Deferred revenue.....	701,730.	19	953,890.
	20	Tax-exempt bond liabilities.....	105,680,000.	20	105,680,000.
	21	Escrow or custodial account liability. Complete Part IV of Schedule D.....		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L.....		22	
	23	Secured mortgages and notes payable to unrelated third parties.....	19,220,187.	23	311,050,734.
	24	Unsecured notes and loans payable to unrelated third parties.....		24	
25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D.....	6,704,468.	25	4,550,000.	
26	<b>Total liabilities.</b> Add lines 17 through 25.....	136,322,265.	26	436,912,242.	
<b>Net Assets or Fund Balances</b>	<b>Organizations that follow SFAS 117 (ASC 958), check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.</b>				
	27	Unrestricted net assets.....	-11,517,825.	27	-5,778,552.
	28	Temporarily restricted net assets.....	103,662.	28	
	29	Permanently restricted net assets.....		29	
	<b>Organizations that do not follow SFAS 117 (ASC 958), check here <input type="checkbox"/> and complete lines 30 through 34.</b>				
	30	Capital stock or trust principal, or current funds.....		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund.....		31	
	32	Retained earnings, endowment, accumulated income, or other funds.....		32	
33	<b>Total net assets or fund balances.....</b>	-11,414,163.	33	-5,778,552.	
34	<b>Total liabilities and net assets/fund balances.....</b>	124,908,102.	34	431,133,690.	

BAA

Form 990 (2017)



**Part XI Reconciliation of Net Assets**

Check if Schedule O contains a response or note to any line in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	1	141,335,468.
2	Total expenses (must equal Part IX, column (A), line 25)	2	135,698,701.
3	Revenue less expenses. Subtract line 2 from line 1	3	5,636,767.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	-11,414,163.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	-1,156.
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	-5,778,552.

**Part XII Financial Statements and Reporting**

Check if Schedule O contains a response or note to any line in this Part XII

		Yes	No
1	Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.		
2 a	Were the organization's financial statements compiled or reviewed by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
2 b	Were the organization's financial statements audited by an independent accountant? If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input checked="" type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis	X	
2 c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.		X
3 a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
3 b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.	X	

BAA

Form 990 (2017)



**SCHEDULE A**  
**(Form 990 or 990-EZ)**

Department of the Treasury  
Internal Revenue Service

**Public Charity Status and Public Support**

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Name of the organization	INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS	Employer identification number	27-4549127
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**Part I Reason for Public Charity Status** (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1  A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2  A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E (Form 990 or 990-EZ).)
- 3  A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4  A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: \_\_\_\_\_
- 5  An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6  A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7  An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8  A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9  An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: \_\_\_\_\_
- 10  An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 11  An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 12  An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2)**. See **section 509(a)(3)**. Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
  - a  **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
  - b  **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
  - c  **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
  - d  **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
  - e  Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
  - f Enter the number of supported organizations:
  - g Provide the following information about the supported organization(s).

	(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
				Yes	No		
(A)							
(B)							
(C)							
(D)							
(E)							
<b>Total</b>							

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2017

TEEA0401L 08/10/17

**Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)**

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.)						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf.						
3 The value of services or facilities furnished by a governmental unit to the organization without charge.						
4 <b>Total.</b> Add lines 1 through 3.						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f).						
6 <b>Public support.</b> Subtract line 5 from line 4.						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
7 Amounts from line 4.						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources.						
9 Net income from unrelated business activities, whether or not the business is regularly carried on.						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 <b>Total support.</b> Add lines 7 through 10.						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 <b>First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> ▶ <input type="checkbox"/>						

**Section C. Computation of Public Support Percentage**

14 Public support percentage for 2017 (line 6, column (f) divided by line 11, column (f)).	14	%
15 Public support percentage from 2016 Schedule A, Part II, line 14.	15	%
16a <b>33-1/3% support test—2017.</b> If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b <b>33-1/3% support test—2016.</b> If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and <b>stop here.</b> The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
17a <b>10%-facts-and-circumstances test—2017.</b> If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
b <b>10%-facts-and-circumstances test—2016.</b> If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and <b>stop here.</b> Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization. ▶ <input type="checkbox"/>		
18 <b>Private foundation.</b> If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions. ▶ <input type="checkbox"/>		



**Part III Support Schedule for Organizations Described in Section 509(a)(2)**

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

**Section A. Public Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>1</b> Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants'.) . . . . .						
<b>2</b> Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose . . . . .						
<b>3</b> Gross receipts from activities that are not an unrelated trade or business under section 513 . . . . .						
<b>4</b> Tax revenues levied for the organization's benefit and either paid to or expended on its behalf. . . . .						
<b>5</b> The value of services or facilities furnished by a governmental unit to the organization without charge . . . . .						
<b>6 Total.</b> Add lines 1 through 5 . . . . .						
<b>7a</b> Amounts included on lines 1, 2, and 3 received from disqualified persons . . . . .						
<b>b</b> Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year. . . . .						
<b>c</b> Add lines 7a and 7b. . . . .						
<b>8 Public support.</b> (Subtract line 7c from line 6.) . . . . .						

**Section B. Total Support**

Calendar year (or fiscal year beginning in) ▶	(a) 2013	(b) 2014	(c) 2015	(d) 2016	(e) 2017	(f) Total
<b>9</b> Amounts from line 6. . . . .						
<b>10a</b> Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources . . . . .						
<b>b</b> Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975 . . . . .						
<b>c</b> Add lines 10a and 10b. . . . .						
<b>11</b> Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on . . . . .						
<b>12</b> Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.) . . . . .						
<b>13 Total support.</b> (Add lines 9, 10c, 11, and 12.) . . . . .						
<b>14 First five years.</b> If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and <b>stop here</b> . . . . . <input type="checkbox"/>						

**Section C. Computation of Public Support Percentage**

<b>15</b> Public support percentage for 2017 (line 8, column (f) divided by line 13, column (f)). . . . .	<b>15</b>	%
<b>16</b> Public support percentage from 2016 Schedule A, Part III, line 15 . . . . .	<b>16</b>	%

**Section D. Computation of Investment Income Percentage**

<b>17</b> Investment income percentage for <b>2017</b> (line 10c, column (f) divided by line 13, column (f)). . . . .	<b>17</b>	%
<b>18</b> Investment income percentage from <b>2016</b> Schedule A, Part III, line 17 . . . . .	<b>18</b>	%

**19a 33-1/3% support tests—2017.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization . . . . .

**b 33-1/3% support tests—2016.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization. . . . .

**20 Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions. . . . .



**Part IV Supporting Organizations**

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

**Section A. All Supporting Organizations**

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? If 'No,' describe in <b>Part VI</b> how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? If 'Yes,' explain in <b>Part VI</b> how the organization determined that the supported organization was described in section 509(a)(1) or (2).		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? If 'Yes,' answer (b) and (c) below.		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? If 'Yes,' describe in <b>Part VI</b> when and how the organization made the determination.		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? If 'Yes,' explain in <b>Part VI</b> what controls the organization put in place to ensure such use.		
4a Was any supported organization not organized in the United States ('foreign supported organization')? If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? If 'Yes,' describe in <b>Part VI</b> how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? If 'Yes,' explain in <b>Part VI</b> what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in <b>Part VI</b> , including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).		
b <b>Type I or Type II only.</b> Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c <b>Substitutions only.</b> Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? If 'Yes,' provide detail in <b>Part VI</b> .		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? If 'Yes,' provide detail in <b>Part VI</b> .		
b Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? If 'Yes,' provide detail in <b>Part VI</b> .		
c Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? If 'Yes,' provide detail in <b>Part VI</b> .		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? If 'Yes,' answer 10b below.		
b Did the organization have any excess business holdings in the tax year? (Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)		



**Part IV Supporting Organizations** (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b A family member of a person described in (a) above?	11b	
c A 35% controlled entity of a person described in (a) or (b) above? If 'Yes' to a, b, or c, provide detail in <b>Part VI</b> .	11c	

**Section B. Type I Supporting Organizations**

	Yes	No
1 Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? If 'No,' describe in <b>Part VI</b> how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.	1	
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If 'Yes,' explain in <b>Part VI</b> how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.	2	

**Section C. Type II Supporting Organizations**

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If 'No,' describe in <b>Part VI</b> how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).	1	

**Section D. All Type III Supporting Organizations**

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If 'No,' explain in <b>Part VI</b> how the organization maintained a close and continuous working relationship with the supported organization(s).	2	
3 By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If 'Yes,' describe in <b>Part VI</b> the role the organization's supported organizations played in this regard.	3	

**Section E. Type III Functionally Integrated Supporting Organizations**

- Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).
  - The organization satisfied the Activities Test. Complete **line 2** below.
  - The organization is the parent of each of its supported organizations. Complete **line 3** below.
  - The organization supported a governmental entity. Describe in **Part VI** how you supported a government entity (see instructions).

2 Activities Test. Answer (a) and (b) below.

	Yes	No
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If 'Yes,' then in <b>Part VI</b> identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.	2a	
b Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If 'Yes,' explain in <b>Part VI</b> the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.	2b	
3 Parent of Supported Organizations. Answer (a) and (b) below.		
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? Provide details in <b>Part VI</b> .	3a	
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If 'Yes,' describe in <b>Part VI</b> the role played by the organization in this regard.	3b	

**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations**

1  Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1	
2	Recoveries of prior-year distributions	2	
3	Other gross income (see instructions)	3	
4	Add lines 1 through 3.	4	
5	Depreciation and depletion	5	
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6	
7	Other expenses (see instructions)	7	
8	<b>Adjusted Net Income</b> (subtract lines 5, 6, and 7 from line 4).	8	

Section B – Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):		
a	Average monthly value of securities	1a	
b	Average monthly cash balances	1b	
c	Fair market value of other non-exempt-use assets	1c	
d	<b>Total</b> (add lines 1a, 1b, and 1c)	1d	
e	<b>Discount</b> claimed for blockage or other factors (explain in detail in <b>Part VI</b> ):		
2	Acquisition indebtedness applicable to non-exempt-use assets	2	
3	Subtract line 2 from line 1d.	3	
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4	
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5	
6	Multiply line 5 by .035.	6	
7	Recoveries of prior-year distributions	7	
8	<b>Minimum Asset Amount</b> (add line 7 to line 6)	8	

Section C – Distributable Amount			Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1	
2	Enter 85% of line 1.	2	
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3	
4	Enter greater of line 2 or line 3.	4	
5	Income tax imposed in prior year	5	
6	<b>Distributable Amount.</b> Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6	
7	<input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).		



**Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)**

Section D – Distributions	Current Year
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in Part VI). See instructions.	
7 <b>Total annual distributions.</b> Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in Part VI). See instructions.	
9 Distributable amount for 2017 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2017	(iii) Distributable Amount for 2017
1 Distributable amount for 2017 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2017 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2017			
a			
b From 2013 . . . . .			
c From 2014 . . . . .			
d From 2015 . . . . .			
e From 2016 . . . . .			
f <b>Total</b> of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2017 distributable amount			
i Carryover from 2012 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2017 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2017 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2017, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2017. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 <b>Excess distributions carryover to 2018.</b> Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2013 . . . . .			
b Excess from 2014 . . . . .			
c Excess from 2015 . . . . .			
d Excess from 2016 . . . . .			
e Excess from 2017 . . . . .			

**Part VI** **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

**Schedule B**  
**(Form 990, 990-EZ,**  
**or 990-PF)**

Department of the Treasury  
Internal Revenue Service

**Schedule of Contributors**

▶ **Attach to Form 990, Form 990-EZ, or Form 990-PF.**  
▶ **Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.**

OMB No. 1545-0047

**2017**

Name of the organization <b>INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS</b>	Employer identification number <b>27-4549127</b>
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**Organization type** (check one):

**Filers of:**

Form 990 or 990-EZ

**Section:**

- 501(c)( 3 ) (enter number) organization
- 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
- 527 political organization

Form 990-PF

- 501(c)(3) exempt private foundation
- 4947(a)(1) nonexempt charitable trust treated as a private foundation
- 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

**Note.** Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

**General Rule**

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

**Special Rules**

For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year . . . . . ▶ \$ \_\_\_\_\_

**Caution.** An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

**BAA For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.** **Schedule B (Form 990, 990-EZ, or 990-PF) (2017)**



Name of organization <b>INTERNATIONAL AMERICAN EDUCATION FEDERA-</b>	Employer identification number <b>27-4549127</b>
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**Part I Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	U S DEPARTMENT OF AGRICULTURE 1400 INDEPENDENCE AVE., S.W. WASHINGTON, DC 20250	\$ 3,763,258.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input checked="" type="checkbox"/> (Complete Part II for noncash contributions.)
2	U S DEPARTMENT OF EDUCATION 400 MARYLAND AVE., S.W. WASHINGTON, DC 20202	\$ 5,146,607.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	TEXAS EDUCATION AGENCY 1701 N CONGRESS AVENUE AUSTIN, TX 78701	\$ 126,965,792.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
---	----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization <b>INTERNATIONAL AMERICAN EDUCATION FEDERA-</b>	Employer identification number <b>27-4549127</b>
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**Part II Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
1	FOOD COMMODITIES	\$ 158,137.	VARIOUS
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	
		\$	

Name of organization INTERNATIONAL AMERICAN EDUCATION FEDERA- Employer identification number 27-4549127

Part III Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of \$1,000 or less for the year. (Enter this information once. See instructions.) \$ N/A Use duplicate copies of Part III if additional space is needed.

Table with 4 columns: (a) No. from Part I, (b) Purpose of gift, (c) Use of gift, (d) Description of how gift is held. Row 1 contains 'N/A' in column (b).

Table with 2 columns: (e) Transfer of gift, Transferee's name, address, and ZIP + 4; Relationship of transferor to transferee.

Table with 4 columns: (a) No. from Part I, (b) Purpose of gift, (c) Use of gift, (d) Description of how gift is held.

Table with 2 columns: (e) Transfer of gift, Transferee's name, address, and ZIP + 4; Relationship of transferor to transferee.

Table with 4 columns: (a) No. from Part I, (b) Purpose of gift, (c) Use of gift, (d) Description of how gift is held.

Table with 2 columns: (e) Transfer of gift, Transferee's name, address, and ZIP + 4; Relationship of transferor to transferee.

Table with 4 columns: (a) No. from Part I, (b) Purpose of gift, (c) Use of gift, (d) Description of how gift is held.

Table with 2 columns: (e) Transfer of gift, Transferee's name, address, and ZIP + 4; Relationship of transferor to transferee.



SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.

Attach to Form 990. Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2017

Open to Public Inspection

Name of the organization

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS

Employer identification number

27-4549127

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include total number at end of year, aggregate value of contributions, aggregate value of grants, and questions about property control and grant fund usage.

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

Table for conservation easements. Includes questions about purpose (preservation of land, habitat, open space, historic structure), number of easements, acreage, and monitoring expenses. Includes a sub-table for 'Held at the End of the Tax Year' with rows 2a, 2b, 2c, 2d.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

Table for art and historical treasures. Includes questions about reporting requirements and amounts for revenue and assets.

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

TEEA3301L 10/11/17

Schedule D (Form 990) 2017

**Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets** (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a  Public exhibition
- b  Scholarly research
- c  Preservation for future generations
- d  Loan or exchange programs
- e  Other \_\_\_\_\_

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection?  Yes  No

**Part IV Escrow and Custodial Arrangements.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X?  Yes  No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1 c
d Additions during the year	1 d
e Distributions during the year	1 e
f Ending balance	1 f

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability?  Yes  No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII

**Part V Endowment Funds.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance	103,662.	40,387.	0.	0.	0.
b Contributions		63,275.	40,387.		
c Net investment earnings, gains, and losses					
d Grants or scholarships	103,662.				
e Other expenditures for facilities and programs				0.	
f Administrative expenses					
g End of year balance	0.	103,662.	40,387.	0.	0.

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment  %
  - b Permanent endowment  %
  - c Temporarily restricted endowment  %
- The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
(i) unrelated organizations		X
(ii) related organizations		X
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

**Part VI Land, Buildings, and Equipment.**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land		36,461,795.		36,461,795.
b Buildings		361,666,176.	17,711,395.	343,954,781.
c Leasehold improvements				
d Equipment		18,083,821.	7,292,446.	10,791,375.
e Other				
<b>Total.</b> Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10c.)				391,207,951.



**Part VII Investments – Other Securities.**

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A) -----		
(B) -----		
(C) -----		
(D) -----		
(E) -----		
(F) -----		
(G) -----		
(H) -----		
(I) -----		
<b>Total.</b> (Column (b) must equal Form 990, Part X, column (B) line 12.)		

**Part VIII Investments – Program Related.**

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
<b>Total.</b> (Column (b) must equal Form 990, Part X, column (B) line 13.)		

**Part IX Other Assets.**

N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, column (B) line 15.)	

**Part X Other Liabilities.**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25

(a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) OTHER LIABILITIES	4,550,000.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
<b>Total.</b> (Column (b) must equal Form 990, Part X, column (B) line 25.)	4,550,000.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740). Check here if the text of the footnote has been provided in Part XIII. **SEE PART XIII.**



**Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements.....	1	142,895,262.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:		
	a Net unrealized gains (losses) on investments.....	2 a	
	b Donated services and use of facilities.....	2 b	
	c Recoveries of prior year grants.....	2 c	
	d Other (Describe in Part XIII.) SEE PART XIII.....	2 d	2,268,022.
	e Add lines 2a through 2d.....	2 e	2,268,022.
3	Subtract line 2e from line 1.....	3	140,627,240.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:		
	a Investment expenses not included on Form 990, Part VIII, line 7b.....	4 a	
	b Other (Describe in Part XIII.) SEE PART XIII.....	4 b	708,228.
	c Add lines 4a and 4b.....	4 c	708,228.
5	Total revenue. Add lines 3 and 4c. (This must equal Form 990, Part I, line 12.).....	5	141,335,468.

**Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements.....	1	136,717,225.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:		
	a Donated services and use of facilities.....	2 a	
	b Prior year adjustments.....	2 b	
	c Other losses.....	2 c	
	d Other (Describe in Part XIII.) SEE PART XIII.....	2 d	1,726,752.
	e Add lines 2a through 2d.....	2 e	1,726,752.
3	Subtract line 2e from line 1.....	3	134,990,473.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:		
	a Investment expenses not included on Form 990, Part VIII, line 7b.....	4 a	
	b Other (Describe in Part XIII.) SEE PART XIII.....	4 b	708,228.
	c Add lines 4a and 4b.....	4 c	708,228.
5	Total expenses. Add lines 3 and 4c. (This must equal Form 990, Part I, line 18.).....	5	135,698,701.

**Part XIII Supplemental Information.**

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

**PART X - FIN 48 FOOTNOTE**

THE SCHOOL AND GLOBAL ARE ORGANIZED AS TEXAS NONPROFIT CORPORATIONS AND HAVE BEEN RECOGNIZED BY THE INTERNAL REVENUE SERVICE (IRS) AS EXEMPT FROM FEDERAL INCOME TAXES UNDER SECTION 501(C) (3) OF THE INTERNAL REVENUE CODE. EACH ENTITY IS ANNUALLY REQUIRED TO FILE A RETURN OF ORGANIZATION EXEMPT FROM INCOME TAX (FORM 990) WITH THE IRS. IN ADDITION, THE ENTITIES ARE SUBJECT TO INCOME TAX ON NET INCOME THAT IS DERIVED FROM BUSINESS ACTIVITIES THAT ARE UNRELATED TO THEIR EXEMPT PURPOSES. FOR THE TEN MONTHS ENDED JUNE 30, 2018, THE ENTITIES DID NOT CONDUCT UNRELATED BUSINESS

**Part XIII Supplemental Information** (continued)**PART X - FIN 48 FOOTNOTE (CONTINUED)**

ACTIVITIES THAT WOULD BE SUBJECT TO FEDERAL INCOME TAXES AND HAD NO UNCERTAIN TAX POSITIONS. THEREFORE, NO TAX PROVISION OR LIABILITY HAS BEEN REPORTED.

GAAP REQUIRES THE EVALUATION OF TAX POSITIONS TAKEN IN THE COURSE OF PREPARING EACH ENTITY'S ANNUAL FORM 990 AND RECOGNITION OF A TAX LIABILITY (OR ASSET) IF THE ENTITY HAS TAKEN AN UNCERTAIN POSITION THAT MORE LIKELY THAN NOT WOULD NOT BE SUSTAINED UPON EXAMINATION BY THE IRS. MANAGEMENT HAS ANALYZED THE TAX POSITIONS TAKEN BY EACH ENTITY, AND HAS CONCLUDED THAT AS OF JUNE 30, 2018, THERE ARE NO UNCERTAIN TAX POSITIONS TAKEN OR EXPECTED TO BE TAKEN THAT WOULD REQUIRE RECOGNITION OF A LIABILITY (OR ASSET) OR DISCLOSURE IN THE CONSOLIDATED FINANCIAL STATEMENTS.

**SCHEDULE D, PART XI, LINE 2D  
OTHER REVENUE INCLUDED IN F/S BUT NOT INCLUDED ON FORM 990**

CONSOLIDATED ENTITY REVENUE.....	\$ 2,268,022.
TOTAL	<u>\$ 2,268,022.</u>

**SCHEDULE D, PART XI, LINE 4B  
OTHER REVENUE INCLUDED ON FORM 990 BUT NOT INCLUDED IN F/S**

REVENUE ELIMINATED DURING CONSOLIDATION.....	\$ 708,228.
TOTAL	<u>\$ 708,228.</u>

**SCHEDULE D, PART XII, LINE 2D  
OTHER EXPENSES AND LOSSES PER AUDITED F/S**

CONSOLIDATED ENTITY EXPENSES.....	\$ 1,726,752.
TOTAL	<u>\$ 1,726,752.</u>

**SCHEDULE D, PART XII, LINE 4B  
OTHER EXPENSES INCLUDED ON FORM 990 BUT NOT INCLUDED IN F/S**

EXPENSE ELIMINATED DURING CONSOLIDATION.....	\$ 708,228.
TOTAL	<u>\$ 708,228.</u>



**SCHEDULE E**  
**(Form 990 or 990-EZ)**

**Schools**

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Department of the Treasury  
Internal Revenue Service

- ▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
- ▶ Attach to Form 990 or Form 990-EZ.
- ▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

Name of the organization

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS

Employer identification number

27-4549127

**Part I**

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body? .....	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships? .....	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II. ....	X	
<u>INTERNATIONAL LEADERSHIP OF TEXAS IS AN OPEN ENROLLMENT CHARTER SCHOOL WHICH IS A PUBLIC SCHOOL OF CHOICE. PUBLIC SCHOOLS IN TEXAS MAY NOT RACIALLY DISCRIMINATE. THE ORGANIZATION'S RACIAL NONDISCRIMINATORY POLICY IS INCLUDED IN ITS BYLAWS, A COPY OF WHICH IS AVAILABLE FOR PUBLIC INSPECTION.</u>		
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff? .....	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis? .....	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships? .....	X	
d Copies of all material used by the organization or on its behalf to solicit contributions? .....	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.		
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges? .....		X
b Admissions policies? .....		X
c Employment of faculty or administrative staff? .....		X
d Scholarships or other financial assistance? .....		X
e Educational policies? .....		X
f Use of facilities? .....		X
g Athletic programs? .....		X
h Other extracurricular activities? .....		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.		
6a Does the organization receive any financial aid or assistance from a governmental agency? .....	X	
b Has the organization's right to such aid ever been revoked or suspended? .....		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. <span style="float: right;">SEE PART II</span>		
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II. ....	X	

**BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990 or Form 990-EZ.**

**Schedule E (Form 990 or 990-EZ) (2017)**

TEEA3401L 08/09/17



**Part II** **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information (see instructions).

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**SCHEDULE E, LINE 6 - EXPLANATION OF AID OR ASSISTANCE FROM GOVERNMENTAL AGENCY**

THE ORGANIZATION RECEIVES FEDERAL GRANT FUNDS - TITLE I, II, III , IDEAB AND CHILD NUTRITION.

**SCHEDULE I**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Grants and Other Assistance to Organizations,  
Governments, and Individuals in the United States**

Complete if the organization answered 'Yes' on Form 990, Part IV, line 21 or 22.  
▶ Attach to Form 990.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information

OMB No. 1545-0047

**2017**

**Open to Public  
Inspection**

Name of the organization

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS

Employer identification number

27-4549127

**Part I** **General Information on Grants and Assistance**

**1** Does the organization maintain records to substantiate the amount of the grants or assistance, the grantees' eligibility for the grants or assistance, and the selection criteria used to award the grants or assistance?  **Yes**  **No**

**2** Describe in Part IV the organization's procedures for monitoring the use of grant funds in the United States. **SEE PART IV**

**Part II** **Grants and Other Assistance to Domestic Organizations and Domestic Governments.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 21, for any recipient that received more than \$5,000. Part II can be duplicated if additional space is needed.

	(a) Name and address of organization or government	(b) EIN	(c) IRC section (if applicable)	(d) Amount of cash grant	(e) Amount of non-cash assistance	(f) Method of valuation (book, FMV, appraisal, other)	(g) Description of non-cash assistance	(h) Purpose of grant or assistance
(1)	-----							
(2)	-----							
(3)	-----							
(4)	-----							
(5)	-----							
(6)	-----							
(7)	-----							
(8)	-----							

**2** Enter total number of section 501(c)(3) and government organizations listed in the line 1 table. **0**

**3** Enter total number of other organizations listed in the line 1 table. **0**

**BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

TEEA3901L 08/10/17

**Schedule I (Form 990) (2017)**

**Part III Grants and Other Assistance to Domestic Individuals.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 22. Part III can be duplicated if additional space is needed.

(a) Type of grant or assistance	(b) Number of recipients	(c) Amount of cash grant	(d) Amount of non-cash assistance	(e) Method of valuation (book, FMV, appraisal, other)	(f) Description of non-cash assistance
1 SCHOLARSHIPS	51	376,426.			
2					
3					
4					
5					
6					
7					

**Part IV Supplemental Information.** Provide the information required in Part I, line 2; Part III, column (b); and any other additional information.

**PART I, LINE 2 - PROCEDURES FOR MONITORING USE OF GRANTS FUNDS IN U.S.**

THE SCHOOL KEEPS RECORDS OF THE SCHOLARSHIPS GIVEN TO ITS STUDENTS.



**SCHEDULE J**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

**Compensation Information**

**For certain Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees**

- ▶ **Complete if the organization answered 'Yes' on Form 990, Part IV, line 23.**
- ▶ **Attach to Form 990.**
- ▶ **Go to [www.irs.gov/form990](http://www.irs.gov/form990) for instructions and the latest information**

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Name of the organization

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS

Employer identification number

27-4549127

**Part I Questions Regarding Compensation**

		Yes	No
<b>1 a</b>	Check the appropriate box(es) if the organization provided any of the following to or for a person listed on Form 990, Part VII, Section A, line 1a. Complete Part III to provide any relevant information regarding these items.		
<input type="checkbox"/>	First-class or charter travel		
<input type="checkbox"/>	Travel for companions		
<input type="checkbox"/>	Tax indemnification and gross-up payments		
<input type="checkbox"/>	Discretionary spending account		
<input type="checkbox"/>	Housing allowance or residence for personal use		
<input type="checkbox"/>	Payments for business use of personal residence		
<input type="checkbox"/>	Health or social club dues or initiation fees		
<input type="checkbox"/>	Personal services (such as, maid, chauffeur, chef)		
<b>1 b</b>	If any of the boxes on line 1a are checked, did the organization follow a written policy regarding payment or reimbursement or provision of all of the expenses described above? If 'No,' complete Part III to explain		
<b>2</b>	Did the organization require substantiation prior to reimbursing or allowing expenses incurred by all directors, trustees, and officers, including the CEO/Executive Director, regarding the items checked on line 1a?		
<b>3</b>	Indicate which, if any, of the following the filing organization used to establish the compensation of the organization's CEO/Executive Director. Check all that apply. Do not check any boxes for methods used by a related organization to establish compensation of the CEO/Executive Director, but explain in Part III.		
<input type="checkbox"/>	Compensation committee		
<input type="checkbox"/>	Independent compensation consultant		
<input type="checkbox"/>	Form 990 of other organizations		
<input type="checkbox"/>	Written employment contract		
<input checked="" type="checkbox"/>	Compensation survey or study		
<input checked="" type="checkbox"/>	Approval by the board or compensation committee		
<b>4</b>	During the year, did any person listed on Form 990, Part VII, Section A, line 1a, with respect to the filing organization or a related organization:		
<b>4 a</b>	Receive a severance payment or change-of-control payment?		X
<b>4 b</b>	Participate in, or receive payment from, a supplemental nonqualified retirement plan?		X
<b>4 c</b>	Participate in, or receive payment from, an equity-based compensation arrangement?		X
If 'Yes' to any of lines 4a-c, list the persons and provide the applicable amounts for each item in Part III.			
<b>Only section 501(c)(3), 501(c)(4), and 501(c)(29) organizations must complete lines 5-9.</b>			
<b>5</b>	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the revenues of:		
<b>5 a</b>	The organization?		X
<b>5 b</b>	Any related organization?		X
If 'Yes' on line 5a or 5b, describe in Part III.			
<b>6</b>	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization pay or accrue any compensation contingent on the net earnings of:		
<b>6 a</b>	The organization?		X
<b>6 b</b>	Any related organization?		X
If 'Yes' on line 6a or 6b, describe in Part III.			
<b>7</b>	For persons listed on Form 990, Part VII, Section A, line 1a, did the organization provide any nonfixed payments not described on lines 5 and 6? If 'Yes,' describe in Part III		X
<b>8</b>	Were any amounts reported on Form 990, Part VII, paid or accrued pursuant to a contract that was subject to the initial contract exception described in Regulations section 53.4958-4(a)(3)? If 'Yes,' describe in Part III		X
<b>9</b>	If 'Yes' on line 8, did the organization also follow the rebuttable presumption procedure described in Regulations section 53.4958-6(c)?		

**BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

**Schedule J (Form 990) 2017**

**Part II Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees.** Use duplicate copies if additional space is needed.

For each individual whose compensation must be reported on Schedule J, report compensation from the organization on row (i) and from related organizations, described in the instructions, on row (ii). Do not list any individuals that aren't listed on Form 990, Part VII.

**Note:** The sum of columns (B)(i)-(iii) for each listed individual must equal the total amount of Form 990, Part VII, Section A, line 1a, applicable column (D) and (E) amounts for that individual.

(A) Name and Title	(B) Breakdown of W-2 and/or 1099-MISC compensation			(C) Retirement and other deferred compensation	(D) Nontaxable benefits	(E) Total of columns (B)(i)-(D)	(F) Compensation in column (B) reported as deferred on prior Form 990
	(i) Base compensation	(ii) Bonus & incentive compensation	(iii) Other reportable compensation				
1 EDWARD CONGER SUPERINTENDENT	(i) 169,833. (ii) 0.	0. 0.	2,400. 0.	0. 0.	16. 0.	172,249. 0.	0. 0.
2 JERRY MCCREIGHT - CFO TO 1/18 CHIEF ADMIN OFF	(i) 151,250. (ii) 0.	0. 0.	0. 0.	0. 0.	4,148. 0.	155,398. 0.	0. 0.
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

TEEA4102L 08/09/17

Schedule J (Form 990) 2017

BAA

**Part III Supplemental Information**

Provide the information, explanation, or descriptions required for Part I, lines 1a, 1b, 3, 4a, 4b, 4c, 5a, 5b, 6a, 6b, 7, and 8, and for Part II. Also complete this part for any additional information.



**SCHEDULE K**  
(Form 990)

Department of the Treasury  
Internal Revenue Service

Name of the organization

**Supplemental Information on Tax-Exempt Bonds**

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 24a. Provide descriptions, explanations, and any additional information in Part VI.  
▶ Attach to Form 990.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information

OMB No. 1545-0047

**2017**

Open to Public Inspection

Employer identification number  
27-4549127

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS

**Part I Bond Issues**

(a) Issuer Name	(b) Issuer EIN	(c) CUSIP #	(d) Date issued	(e) Issue price	(f) Description of purpose	(g) Defeased		(h) On behalf of issuer		(i) Pooled financing	
						Yes	No	Yes	No	Yes	No
A CLIFTON HIGHER EDUCATION	80-0349380	187145DL8	8/27/2015	104,433,623.	TO FINANCE NEW SCHOOL FACILITI		X				X
B											
C											
D											

**Part II Proceeds**

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Amount of bonds retired								
2 Amount of bonds legally defeased								
3 Total proceeds of issue		104,433,623.						
4 Gross proceeds in reserve funds		7,935,206.						
5 Capitalized interest from proceeds								
6 Proceeds in refunding escrows								
7 Issuance costs from proceeds		1,922,545.						
8 Credit enhancement from proceeds								
9 Working capital expenditures from proceeds								
10 Capital expenditures from proceeds		94,575,872.						
11 Other spent proceeds								
12 Other unspent proceeds								
13 Year of substantial completion		2015						
14 Were the bonds issued as part of a current refunding issue?		X						
15 Were the bonds issued as part of an advance refunding issue?		X						
16 Has the final allocation of proceeds been made?	X							
17 Does the organization maintain adequate books and records to support the final allocation of proceeds?	X							

**Part III Private Business Use**

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
1 Was the organization a partner in a partnership, or a member of an LLC, which owned property financed by tax-exempt bonds?		X						
2 Are there any lease arrangements that may result in private business use of bond-financed property?		X						

**BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

Schedule K (Form 990) 2017

TEEA4401L 08/09/17

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>3a</b> Are there any management or service contracts that may result in private business use of bond-financed property?		X						
<b>b</b> If 'Yes' to line 3a, does the organization routinely engage bond counsel or other outside counsel to review any management or service contracts relating to the financed property?		X						
<b>c</b> Are there any research agreements that may result in private business use of bond-financed property?		X						
<b>d</b> If 'Yes' to line 3c, does the organization routinely engage bond counsel or other outside counsel to review any research agreements relating to the financed property?		X						
<b>4</b> Enter the percentage of financed property used in a private business use by entities other than a section 501(c)(3) organization or a state or local government.								%
<b>5</b> Enter the percentage of financed property used in a private business use as a result of unrelated trade or business activity carried on by your organization, another section 501(c)(3) organization, or a state or local government.								%
<b>6</b> Total of lines 4 and 5.								%
<b>7</b> Does the bond issue meet the private security or payment test?		X						
<b>8a</b> Has there been a sale or disposition of any of the bond-financed property to a nongovernmental person other than a 501(c)(3) organization since the bonds were issued?		X						
<b>b</b> If 'Yes', to line 8a, enter the percentage of bond-financed property sold or disposed of.								%
<b>c</b> If 'Yes' to line 8a, was any remedial action taken pursuant to Regulations sections 1.141-12 and 1.145-2?		X						%
<b>9</b> Has the organization established written procedures to ensure that all nonqualified bonds of the issue are remediated in accordance with the requirements under Regulations sections 1.141-12 and 1.145-2?		X						%

**Part IV Arbitrage**

	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>1</b> Has the issuer filed Form 8038-T, Arbitrage Rebate, Yield Reduction and Penalty in Lieu of Arbitrage Rebate?		X						
<b>2</b> If 'No' to line 1, did the following apply?								
<b>a</b> Rebate not due yet?		X						
<b>b</b> Exception to rebate?		X						
<b>c</b> No rebate due?		X						
If 'Yes' to line 2c, provide in Part VI the date the rebate computation was performed.								
<b>3</b> Is the bond issue a variable rate issue?		X						
<b>4a</b> Has the organization or the governmental issuer entered into a qualified hedge with respect to the bond issue?		X						
<b>b</b> Name of provider								
<b>c</b> Term of hedge								
<b>d</b> Was the hedge superintegrated?								
<b>e</b> Was the hedge terminated?								

BAA

TEEA4401L 08/09/17

Schedule K (Form 990) 2017



	A		B		C		D	
	Yes	No	Yes	No	Yes	No	Yes	No
<b>5 a</b> Were gross proceeds invested in a guaranteed investment contract (GIC)?		X						
<b>b</b> Name of provider								
<b>c</b> Term of GIC								
<b>d</b> Was the regulatory safe harbor for establishing the fair market value of the GIC satisfied?								
<b>6</b> Were any gross proceeds invested beyond an available temporary period?		X						
<b>7</b> Has the organization established written procedures to monitor the requirements of section 148?		X						
<b>Part V Procedures To Undertake Corrective Action</b>								
Has the organization established written procedures to ensure that violations of federal tax requirements are timely identified and corrected through the voluntary closing agreement program if self-remediation isn't available under applicable regulations?								
A		B		C		D		
Yes	No	Yes	No	Yes	No	Yes	No	No
X								
<b>Part VI Supplemental Information.</b> Provide additional information for responses to questions on Schedule K. See instructions								

**ADDITIONAL INFORMATION**  
 SCHEDULE K, PART I, BOND ISSUES:  
 (A) ISSUER NAME: CLIFTON HIGHER EDUCATION FINANCE CORPORATION  
 (F) DESCRIPTION OF PURPOSE:  
 TO FINANCE NEW SCHOOL FACILITIES-REAL AND PERSONAL PROPERTY



**SCHEDULE M  
(Form 990)**

**Noncash Contributions**

OMB No. 1545-0047

**2017**

**Open to Public Inspection**

Department of the Treasury  
Internal Revenue Service

- ▶ **Complete if the organizations answered 'Yes' on Form 990, Part IV, lines 29 or 30.**
- ▶ **Attach to Form 990.**
- ▶ **Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.**

Name of the organization

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS**

Employer identification number

**27-4549127**

**Part I Types of Property**

	(a) Check if applicable	(b) Number of contributions or items contributed	(c) Noncash contribution amounts reported on Form 990, Part VIII, line 1g	(d) Method of determining noncash contribution amounts
1 Art – Works of art				
2 Art – Historical treasures				
3 Art – Fractional interests				
4 Books and publications				
5 Clothing and household goods				
6 Cars and other vehicles				
7 Boats and planes				
8 Intellectual property				
9 Securities – Publicly traded				
10 Securities – Closely held stock				
11 Securities – Partnership, LLC, or trust interests				
12 Securities – Miscellaneous				
13 Qualified conservation contribution – Historic structures				
14 Qualified conservation contribution – Other				
15 Real estate – Residential				
16 Real estate – Commercial				
17 Real estate – Other				
18 Collectibles				
19 Food inventory	X	1	158,137.	FMV
20 Drugs and medical supplies				
21 Taxidermy				
22 Historical artifacts				
23 Scientific specimens				
24 Archeological artifacts				
25 Other ▶ ( )				
26 Other ▶ ( )				
27 Other ▶ ( )				
28 Other ▶ ( )				

29 Number of Forms 8283 received by the organization during the tax year for contributions for which the organization completed Form 8283, Part IV, Donee Acknowledgement **29**

	Yes	No
30a During the year, did the organization receive by contribution any property reported in Part I, lines 1 through 28, that it must hold for at least three years from the date of the initial contribution, and which isn't required to be used for exempt purposes for the entire holding period?		X
b If 'Yes,' describe the arrangement in Part II.		
31 Does the organization have a gift acceptance policy that requires the review of any nonstandard contributions?		X
32a Does the organization hire or use third parties or related organizations to solicit, process, or sell noncash contributions?		X
b If 'Yes,' describe in Part II.		
33 If the organization didn't report an amount in column (c) for a type of property for which column (a) is checked, describe in Part II.		

**BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.**

**Schedule M (Form 990) (2017)**

**Part II Supplemental Information.** Provide the information required by Part I, lines 30b, 32b, and 33, and whether the organization is reporting in Part I, column (b), the number of contributions, the number of items received, or a combination of both. Also complete this part for any additional information.

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**SCHEDULE O**  
**(Form 990 or 990-EZ)**Department of the Treasury  
Internal Revenue Service**Supplemental Information to Form 990 or 990-EZ**Complete to provide information for responses to specific questions on  
Form 990 or 990-EZ or to provide any additional information.  
▶ Attach to Form 990 or 990-EZ.▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for the latest information.

OMB No. 1545-0047

**2017****Open to Public  
Inspection**Name of the organization **INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS**Employer identification number  
**27-4549127****FORM 990 - ADDITIONAL DBAS**

INTERNATIONAL LEADERSHIP OF TEXAS

**FORM 990, PART III, LINE 1 - ORGANIZATION MISSION**

THE MISSION OF INTERNATIONAL LEADERSHIP OF TEXAS IS TO PREPARE STUDENTS FOR EXCEPTIONAL LEADERSHIP ROLES IN THE INTERNATIONAL COMMUNITY BY EMPHASIZING SERVANT LEADERSHIP, MASTERING THE ENGLISH, SPANISH AND CHINESE LANGUAGES, AND STRENGTHENING THE BODY, MIND AND CHARACTER.

**FORM 990, PART VI, LINE 11B - FORM 990 REVIEW PROCESS**

A COPY OF THE FORM 990 WILL BE PROVIDED TO THE BOARD OF DIRECTORS BEFORE IT IS FILED.

**FORM 990, PART VI, LINE 12C - EXPLANATION OF MONITORING AND ENFORCEMENT OF CONFLICTS**

OFFICERS AND DIRECTORS ARE ASKED TO ATTEST AT LEAST TWICE PER YEAR THAT THEY HAVE NO CONFLICTS OF INTEREST.

**FORM 990, PART VI, LINE 15A - COMPENSATION REVIEW & APPROVAL PROCESS - CEO & TOP MANAGEMENT**

A GUIDESTAR NON-PROFIT COMPENSATION REPORT IS OBTAINED AND USED TO SET SALARIES BASED ON COMPARABLE ORGANIZATIONS IN THE AREA. ALL SALARIES ARE APPROVED BY THE BOARD OF DIRECTORS.

**FORM 990, PART VI, LINE 19 - OTHER ORGANIZATION DOCUMENTS PUBLICLY AVAILABLE**

THE ORGANIZATION MAKES ITS GOVERNING DOCUMENTS, CONFLICT OF INTEREST POLICY AND FINANCIAL STATEMENTS AVAILABLE TO THE PUBLIC BY REQUEST. SOME OF THE INFORMATION IS ALSO AVAILABLE ON ITS WEBSITE.



**SCHEDULE R**  
**(Form 990)**

Department of the Treasury  
Internal Revenue Service

Name of the organization

INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS

**Related Organizations and Unrelated Partnerships**

▶ Complete if the organization answered 'Yes' on Form 990, Part IV, line 33, 34, 35b, 36, or 37. Attach to Form 990.

▶ Go to [www.irs.gov/Form990](http://www.irs.gov/Form990) for instructions and the latest information.

OMB No. 1545-0047

**2017**

Open to Public Inspection

Employer identification number

27-4549127

**Part I Identification of Disregarded Entities.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 33.

(a) Name, address, and EIN (if applicable) of disregarded entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Total income	(e) End-of-year assets	(f) Direct controlling entity
(1) -----					
(2) -----					
(3) -----					

**Part II Identification of Related Tax-Exempt Organizations.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, because it had one or more related tax-exempt organizations during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Exempt Code section	(e) Public charity status (if section 501(c)(3))	(f) Direct controlling entity	(g) Sec 512(b)(13) controlled entity?	
						Yes	No
(1) INTERNTL. LEADERSHIP OF TEXAS - GL 1820 N GLENVILLE DR, STE 100 RICHARDSON, TX 75081 46-5612548	OPERATION OF PRIVATE SCHOOL	TX	501 (C) (3)	LINE 10	INTERNATIONAL AMERICAN EDUCATION FEDERAT		X
(2) -----							
(3) -----							
(4) -----							

BAA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

TEEA5001L 11/29/17

Schedule R (Form 990) 2017

**Part III** Identification of Related Organizations Taxable as a Partnership Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, because it had one or more related organizations treated as a partnership during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
							Yes	No		Yes	No	
(1) -----												
-----												
-----												
(2) -----												
-----												
-----												
(3) -----												
-----												
-----												

**Part IV** Identification of Related Organizations Taxable as a Corporation or Trust Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, because it had one or more related organizations treated as a corporation or trust during the tax year.

(a) Name, address, and EIN of related organization	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Direct controlling entity	(e) Type of entity (C corp, S corp, or trust)	(f) Share of total income	(g) Share of end-of-year assets	(h) Percentage ownership	(i) Sec 512(b)(13) controlled entity?	
								Yes	No
(1) -----									
-----									
-----									
(2) -----									
-----									
-----									
(3) -----									
-----									
-----									

**Part V Transactions With Related Organizations.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 34, 35b, or 36.

**Note:** Complete line 1 if any entity is listed in Parts II, III, or IV of this schedule.

	Yes	No
<b>1</b> During the tax year, did the organization engage in any of the following transactions with one or more related organizations listed in Parts II-IV?		
<b>a</b> Receipt of (i) interest, (ii) annuities, (iii) royalties, or (iv) rent from a controlled entity		X
<b>b</b> Gift, grant, or capital contribution to related organization(s)		X
<b>c</b> Gift, grant, or capital contribution from related organization(s)		X
<b>d</b> Loans or loan guarantees to or for related organization(s)		X
<b>e</b> Loans or loan guarantees by related organization(s)		X
<b>f</b> Dividends from related organization(s)		X
<b>g</b> Sale of assets to related organization(s)		X
<b>h</b> Purchase of assets from related organization(s)		X
<b>i</b> Exchange of assets with related organization(s)		X
<b>j</b> Lease of facilities, equipment, or other assets to related organization(s)		X
<b>k</b> Lease of facilities, equipment, or other assets from related organization(s)		X
<b>l</b> Performance of services or membership or fundraising solicitations for related organization(s)		X
<b>m</b> Performance of services or membership or fundraising solicitations by related organization(s)		X
<b>n</b> Sharing of facilities, equipment, mailing lists, or other assets with related organization(s)		X
<b>o</b> Sharing of paid employees with related organization(s)		X
<b>p</b> Reimbursement paid to related organization(s) for expenses		X
<b>q</b> Reimbursement paid by related organization(s) for expenses		X
<b>r</b> Other transfer of cash or property to related organization(s)		X
<b>s</b> Other transfer of cash or property from related organization(s)		X
<b>2</b> If the answer to any of the above is 'Yes,' see the instructions for information on who must complete this line, including covered relationships and transaction thresholds.		

(a) Name of related organization	(b) Transaction type (a-s)	(c) Amount involved	(d) Method of determining amount involved
(1) INTERNTL. LEADERSHIP OF TEXAS - GLOBAL	S	708,228.	CASH VALUE
(2)			
(3)			
(4)			
(5)			
(6)			



**Part VI** **Unrelated Organizations Taxable as a Partnership.** Complete if the organization answered 'Yes' on Form 990, Part IV, line 37.

Provide the following information for each entity taxed as a partnership through which the organization conducted more than five percent of its activities (measured by total assets or gross revenue) that was not a related organization. See instructions regarding exclusion for certain investment partnerships.

(a) Name, address, and EIN of entity	(b) Primary activity	(c) Legal domicile (state or foreign country)	(d) Predominant income (related, unrelated, excluded from tax under sections 512-514)	(e) Are all partners section 501(c)(3) organizations?		(f) Share of total income	(g) Share of end-of-year assets	(h) Disproportionate allocations?		(i) Code V-UBI amount in box 20 of Schedule K-1 (Form 1065)	(j) General or managing partner?		(k) Percentage ownership
				Yes	No			Yes	No		Yes	No	
(1) -----													
(2) -----													
(3) -----													
(4) -----													
(5) -----													
(6) -----													
(7) -----													
(8) -----													

**Part VII** Supplemental Information.

Provide additional information for responses to questions on Schedule R. See instructions.

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Form **8868**  
 (Rev. January 2017)  
 Department of the Treasury  
 Internal Revenue Service

## Application for Automatic Extension of Time To File an Exempt Organization Return

OMB No. 1545-1709

▶ **File a separate application for each return.**

▶ **Information about Form 8868 and its instructions is at [www.irs.gov/form8868](http://www.irs.gov/form8868).**

**Electronic filing (e-file).** You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit [www.irs.gov/efile](http://www.irs.gov/efile), click on Charities & Non-Profits, and click on e-file for Charities and Non-Profits.

### Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

**Enter filer's identifying number, see instructions**

<b>Type or print</b>	<small>Name of exempt organization or other filer, see instructions.</small>	<small>Employer identification number (EIN) or</small>
	INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. DBA INT'L LEADERSHIP OF TEXAS	27-4549127
<small>File by the due date for filing your return. See instructions.</small>	<small>Number, street, and room or suite number. If a P.O. box, see instructions.</small>	<small>Social security number (SSN)</small>
	1820 N GLENNVILLE DRIVE #100 <small>City, town or post office, state, and ZIP code. For a foreign address, see instructions.</small>	
	RICHARDSON, TX 75081	

Enter the Return Code for the return that this application is for (file a separate application for each return) ..... 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

• The books are in the care of ▶ RONALD KUEHLER -----

Telephone No. ▶ (972) 479-9078 ----- Fax No. ▶ -----

- If the organization does not have an office or place of business in the United States, check this box. .... ▶
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) \_\_\_\_\_. If this is for the whole group, check this box. .... ▶ . If it is for part of the group, check this box. .... ▶  and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 19, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

- ▶  calendar year 20 \_\_\_\_ or
- ▶  tax year beginning 9/01, 20 17, and ending 6/30, 20 18.

2 If the tax year entered in line 1 is for less than 12 months, check reason:  Initial return  Final return  
 Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions. ....	<b>3 a</b>	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit. ....	<b>3 b</b>	\$	0.
c <b>Balance due.</b> Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions. ....	<b>3 c</b>	\$	0.

**Caution:** If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

**BAA For Privacy Act and Paperwork Reduction Act Notice, see instructions.**

Form **8868** (Rev. 1-2017)



# Cover Sheet

## Consider approval of Resolution to reimburse ILTexas for bond-related expenditures

**Section:** IV. Board Action Items  
**Item:** E. Consider approval of Resolution to reimburse ILTexas for bond-related expenditures  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Reimbursement Resolution 2019.05.15.pdf

**RESOLUTION OF THE BOARD OF DIRECTORS OF THE INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. D/B/A INTERNATIONAL LEADERSHIP OF TEXAS EXPRESSING INTENT TO FINANCE EXPENDITURES TO BE INCURRED**

**WHEREAS**, the Board of Directors of INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. D/B/A INTERNATIONAL LEADERSHIP OF TEXAS, a Texas nonprofit corporation (the “Company”), has determined that it is in the Company’s best interests to pursue a financing to pay certain costs associated with the acquisition, construction, furnishing, equipping, repair, renovation, expansion, and improvement of its educational facilities as further described in Exhibit A, attached hereto (the “Project”); and

**WHEREAS**, the Company reasonably expects to borrow the proceeds of one or more issues of tax-exempt obligations or obligations that qualify for an income tax credit or obligations the interest on which is excludable from gross income for federal income tax purposes (together, the “Tax-Advantaged Obligations”), pursuant to Section 103 of the Internal Revenue Code of 1986, as amended, that are issued on its behalf and to reimburse itself for the costs associated with the Financed Facilities and Improvements listed on Exhibit A attached hereto; and

**WHEREAS**, the Company desires to reimburse itself for the costs associated with the Financed Facilities and Improvements listed on Exhibit A attached hereto from the proceeds of Tax-Advantaged Obligations to be issued subsequent to the date hereof; and

**NOW, THEREFORE, be it resolved that:**

**Section 1.** The Company hereby declares its intent to reimburse itself for all costs that will be paid subsequent to the date hereof in connection with the Financed Facilities and Improvements listed on Exhibit A attached hereto from the proceeds of Tax-Advantaged Obligations to be issued subsequent to the date hereof.

**Section 2.** The Company reasonably expects that the maximum principal amount of Tax-Advantaged Obligations issued by the Company to finance costs associated with the Financed Facilities and Improvements listed on Exhibit A attached hereto will not exceed \$7,500,000.

**Section 3.** This Resolution will be kept in the books and records maintained by the Company with respect to the Tax-Advantaged Obligations.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC., DBA INTERNATIONAL LEADERSHIP OF TEXAS, ON THE **15<sup>th</sup> DAY OF May, 2019**.

Members Voting in Favor of Resolution:

\_\_\_\_\_  
Maj. Gen. James Williams, Board President

\_\_\_\_\_  
Lynne Beach, M.D., Board Vice President

\_\_\_\_\_  
Mr. Tracy Cox, Board Secretary

\_\_\_\_\_  
Edwin Flores, Ph.D., Board Member

\_\_\_\_\_  
Dr. Soner Tarim, Board Member

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on **May 15, 2019**, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
Secretary \_\_\_\_/\_\_\_\_/\_\_\_\_



## **EXHIBIT A**

### **Financed Facilities and Improvements**

1. Construction of K – 12 grade campus in South Dallas County
2. Expansion of current high school campuses:
  - a. Arlington – Grand Prairie High School
  - b. Keller – Saginaw High School

# Cover Sheet

## Consider/Act on 2019-2020 Compensation Plan

**Section:** IV. Board Action Items  
**Item:** F. Consider/Act on 2019-2020 Compensation Plan  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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# Cover Sheet

## Consider/act on Waiver Applications: Windmill Lakes/Orem HS, Lancaster/DeSoto HS

**Section:** IV. Board Action Items  
**Item:** G. Consider/act on Waiver Applications: Windmill Lakes/Orem  
HS, Lancaster/DeSoto HS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** RESOLUTION AUTH WAIVER 100 enrolled High Quality.pdf

## **BOARD RESOLUTION AUTHORIZING WAIVER OF TEA RULES PERTAINING TO HIGH QUALITY CHARTER SCHOOL DESIGNATION**

**WHEREAS**, International Leadership of Texas wishes to ensure that its Windmill Lakes/Orem High School and Lancaster/DeSoto High School campuses qualify for High Quality Campus designation; and

**WHEREAS**, 19TAC§100.1033(b)(13)(A)(vi) states, “the new charter school campus will serve at least 100 students in its first year of operation;” and

**WHEREAS**, Texas Education Code §7.056 permits the commissioner to waive “a requirement, restriction, or prohibition imposed by the Texas Education Code or rule of the board or commissioner;” and

**WHEREAS**, International Leadership of Texas meets all the other criteria for High Quality Campus designation but has fewer than 100 students enrolled at each of these two campuses; and

**WHEREAS**, the Texas Education Agency has previously approved three different expansion amendments for International Leadership of Texas;

**NOW, THEREFORE**, the Board of Directors of International American Education Federation, Inc., charter holder of International Leadership of Texas, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, does hereby adopt the following Resolution:

### **BE IT HEREBY RESOLVED THAT:**

The Chief Executive Officer, or designee(s), shall submit to the Commissioner of the Texas Education Agency a waiver request through the format provided by the TEA asking the Commissioner to waive the requirement of TAC §100.1033(b)(13)(A)(vi) that, to qualify for a 2018-2020 Charter School Program High Quality Replication Grant, “the new charter school campus will serve at least 100 students in its first year of operation,” as to ILTexas Windmill Lakes/Orem High School and ILTexas Lancaster/DeSoto High School.

*[Signature Page Follows]*

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC., DBA INTERNATIONAL LEADERSHIP OF TEXAS, ON THE **15<sup>th</sup> DAY OF May, 2019.**

**Members Voting in Favor of Resolution:**

\_\_\_\_\_  
Maj. Gen. James Williams, Board President

\_\_\_\_\_  
Lynne Beach, M.D., Board Vice President

\_\_\_\_\_  
Mr. Tracy Cox, Board Secretary

\_\_\_\_\_  
Edwin Flores, Ph.D., Board Member

\_\_\_\_\_  
Dr. Soner Tarim, Board Member

*The undersigned, being the Secretary of the Corporation, hereby certifies that the foregoing represents a true copy of a Resolution of the Directors of the Corporation, duly held on **May 15, 2019**, which Resolution is in full force and effect and has not been revoked or amended.*

\_\_\_\_\_  
Secretary \_\_\_\_/\_\_\_\_/\_\_\_\_



# Cover Sheet

## CONSIDER/ACT TO APPROVE ILTexas Policy Group 2: Instruction

**Section:** IV. Board Action Items  
**Item:** H. CONSIDER/ACT TO APPROVE ILTexas Policy Group 2:  
Instruction  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Module 2 Instruction Proposed Policies.pdf

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****ACADEMIC ACHIEVEMENT**

PG-2.1

**Sec. 2.1.1. GRADUATION REQUIREMENTS**

Credit for courses for high school graduation may be earned only if the student received a grade equivalent to 70 on a scale of 100, based upon the essential knowledge and skills of each course. Credit earned toward state graduation requirements in an accredited school district shall be transferable and must be accepted by any other school in the state. **The table in 2.1 EXHIBIT summarizes the ILTexas Graduation Plan available to all students.** However, each individual student will have a Personal Graduation Plan (PGP) on file with their counselor and signed by a parent/guardian by the end of their Freshman year. ILTexas core classes: English/RLA, Math, Science, Social Studies, Chinese, Spanish, Fitness, and Leadership. Students are expected to take core classes each semester enrolled at ILTexas.

**Sec. 2.1.2. ACADEMIC ACHIEVEMENT RECORD**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall use the academic achievement record (transcript) form designated by the Commissioner of Education (“Commissioner”). This form shall serve as the academic record for each student and shall be maintained permanently by ILTexas.

Any credit earned by a student must be recorded on the academic achievement record, regardless of when the credit was earned. A student’s performance on a state assessment, including an end-of-course assessment instrument required under Education Code 39.023(c), must be included in the student’s academic achievement record.

Copies of the record shall be made available to students transferring to another public school. ILTexas shall respond promptly to all requests for student records from receiving schools.

**Sec. 2.1.3. TRANSCRIPT SEALS**

Students who complete high school graduation requirements shall have attached to the academic achievement record the State Board-approved seal.

**Sec. 2.1.4. ENDORSEMENT**

Students who complete the requirements for an endorsement shall have the endorsement clearly indicated on the academic achievement record (transcript) and on the diploma.

**Sec. 2.1.5. PERFORMANCE ACKNOWLEDGMENT**

Students who earn a performance acknowledgment shall have the performance acknowledgment clearly indicated on the academic achievement record (transcript) and on the diploma.

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**BOARD POLICY MANUAL**

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**ACADEMIC ACHIEVEMENT**

PG-2.1

**Sec. 2.1.6. DISTINGUISHED LEVEL OF ACHIEVEMENT**

Students who earn the distinguished level of achievement shall have the distinguished level of achievement clearly indicated on the academic achievement record (transcript) and on the diploma.

**Sec. 2.1.7. CERTIFICATE OF COURSEWORK COMPLETION**

A student who completes all graduation requirements except for required exit-level examinations may be issued a certificate of coursework completion. The academic achievement record shall include a notation of the date a certificate of completion was issued to the student.

ILTexas may allow a student who receives a certificate to participate in a graduation with students receiving high school diplomas.



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**ACADEMIC ACHIEVEMENT**

PG-2.1 EXHIBIT

**ILTEXAS GRADUATION REQUIREMENTS**

Credit Summary		1 <sup>st</sup> Year in HS	2 <sup>nd</sup> Year in HS	3 <sup>rd</sup> Year in HS	4 <sup>th</sup> Year in HS
Subject	Total	Promotion Requirements			
		6 Credits	12 Credits	18 Credits	26 Credits
<b>English</b>	<b>4</b>	English I	English II	English III	English IV or Other App. Course
<b>Math</b>	<b>4</b>	<b>Algebra I</b>	<b>Algebra II</b> or Geometry	Algebra II or <b>Geometry</b>	Pre-Calculus or Other Approved Course
<b>Science</b>	<b>4</b>	Biology	Environmental Systems	Chemistry or Other Approved Course	Physics or Other Approved Course
<b>Social Studies</b>	<b>4</b>	World Geography	World History	US History	U.S. Gov. & Eco or Other App. Course
<b>Spanish</b>	<b>4</b>	Spanish	Spanish	Spanish	Spanish
<b>Chinese</b>	<b>4</b>	Chinese	Chinese	Chinese	Chinese
<b>Physical Ed.</b>	<b>4</b>	Athletic Conditioning	Athletic Conditioning	Athletic Conditioning	Athletic Conditioning
<b>Fine Arts</b>	<b>1</b>				
<b>Speech</b>		Proficiency			
<b>Endorsement Courses</b>		VARIES (coherent sequence)			
<b>Electives</b>	<b>7</b>				
<b>Leadership/ CTE</b>	<b>4</b>	Freshmen LDR	Sophomore LDR	Junior LDR	Senior LDR
<b>Total</b>	<b>36+</b>				

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**Sec. 2.2.1. UNSATISFACTORY PERFORMANCE ON ASSESSMENT INSTRUMENTS**

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall provide to the student accelerated instruction in the applicable subject area.

Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. ILTexas shall be responsible for providing transportation to students required to attend accelerated instruction programs if these programs occur outside of regular school hours.

Accelerated instruction shall be based on, but not limited to, guidelines on research-based best practices and effective strategies as outlined in the Student Success Initiative (“SSI”) manual, published annually by TEA.

ILTexas must accommodate the request of an out-of-district student to participate in any established, on-campus summer accelerated instruction program, provided the student is living away from his or her home district and the program matches the accelerated instruction prescribed by the student’s Grade Placement Committee (“GPC”).

*Education Code 28.0211(a-1); 19 TAC 101.2001(c), .2006(a)–(d).*

**Sec. 2.2.2. UNSATISFACTORY PERFORMANCE****Sec. 2.2.2.1. On Grade Advancement Tests**

ILTexas shall provide to a student who initially fails to perform satisfactorily on a grade advancement test at least two additional opportunities to take the assessment instrument. *Education Code 28.0211(b).*

**Sec. 2.2.2.2. Accelerated Instruction**

Each time a student fails to perform satisfactorily on a grade advancement test, ILTexas shall provide the student with accelerated instruction in the applicable subject area. A student who fails to perform satisfactorily on a grade advancement test shall be provided accelerated instruction before the next administration of the applicable assessment. **An accelerated instruction group for students who have failed an assessment may not have a ratio of more than ten students for each teacher per class.** The accelerated instruction must satisfy the standards found in 19 TAC 101.2006. *Education Code 28.0211(c); 19 TAC 101.2006(e)(1).*

If a student fails to perform satisfactorily on a grade advancement test after three attempts, the accelerated instruction shall be provided during the next school year according to an educational

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plan developed for the student by the student's GPC. ILTexas shall provide the instruction regardless of whether the student has been promoted or retained. The educational plan shall be designed to enable the student to perform at the appropriate grade level by the conclusion of the school year. During the school year, the student shall be monitored to ensure the student is progressing in accordance with the plan. ILTexas shall administer to the student the assessment instrument for the grade level in which the student is placed at the time ILTexas regularly administers the assessment instrument for that school year. *Education Code 28.0211(f)*.

**Sec. 2.2.2.3. Parental Notification of Performance and Accelerated Instruction**

In addition to providing the accelerated instruction, ILTexas shall notify the student's parent or guardian of:

1. The student's failure to perform satisfactorily on the assessment instrument;
2. The accelerated instruction program to which the student is assigned; and
3. The possibility that the student might be retained at the same grade level for the next school year.

Whenever ILTexas is required to notify a parent or guardian about the requirements related to promotion and accelerated instruction, ILTexas shall make a good-faith effort to ensure that the notice is provided either in person or by regular mail, is clear and easy to understand, and is written in English or in the parent or guardian's native language. *Education Code 28.0211(d), (h)*.

**Sec. 2.2.2.4. Notice After Early Identification of At-Risk Students**

ILTexas shall provide early notice to parents or guardians of students identified in a preceding grade to be at risk of failure on the first administration of the assessment required for grade advancement the next year. The Superintendent shall establish the instruments/procedures to be used to make this determination. This notice shall include accelerated instruction participation requirements as stipulated by 19 TAC 101.2006 and be provided before the end of the school year preceding the grade advancement requirements. *19 TAC 101.2009(b)*.

**Sec. 2.2.2.5. Notice After First Testing Opportunity**

The Superintendent shall establish procedures to notify the parent or guardian of a student who has failed to demonstrate proficiency on the first administration of a grade advancement assessment. This notification should be made within five working days of ILTexas's receipt of student assessment results. This notice shall include the student's assessment results, a description of ILTexas's grade advancement policy, the required accelerated instruction to which the student has been assigned, and the possibility that the student might be retained at the same grade level for the next school year. In addition, the notice shall encourage parents or guardians to meet immediately with the student's teacher to outline mutual responsibilities to support the student during accelerated instruction. *19 TAC 101.2009(c)*.

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**Sec. 2.2.2.6. Notice After Second Testing Opportunity**

Within five working days of ILTexas's receipt of student assessment results for the second administration of the assessment required for grade advancement, ILTexas shall notify the principal of student assessment results for each student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the assessment results. This notice shall include a description of the purpose and responsibilities of a GPC and the time and place for the first meeting of the GPC. *19 TAC 101.2007(c)*.

**Sec. 2.2.2.7. Grade Placement Committee**

After a student fails to perform satisfactorily on an assessment instrument a second time, a GPC shall be established to prescribe the accelerated instruction the student is to receive before the assessment instrument is administered the third time. The Superintendent shall establish procedures for convening the GPC.

In accordance with 19 TAC 101.2006(d), decisions by the GPC shall be made on an individual student basis, address required participation of the student in accelerated instruction, and ensure the most effective instruction to support the student's academic achievement on grade level.

The GPC shall be composed of the principal or the principal's designee, the student's parent or guardian, and the student's teacher of the subject of the grade advancement assessment on which the student failed to perform satisfactorily. If this teacher is unavailable, the principal shall designate to serve on the committee a teacher certified in the subject of the assessment on which the student failed to perform satisfactorily and who is most familiar with the student's performance in that subject area.

If more than one parent or guardian has the authority to make educational decisions regarding the student, a good faith effort must be made to notify both parents, but participation of any one parent or guardian is sufficient. Either parent or only one guardian may initiate an appeal. If both parents or guardians serve on the GPC but do not agree, either may agree to promote the student if the remaining members of the GPC also agree to the promotion. ILTexas may accept a parent's or guardian's written designation of another person to serve on the GPC for all purposes. ILTexas may accept a parent's or guardian's written and signed waiver of participation in the GPC and designation of the remaining members of the GPC as the decision-making entity for all purposes.

If a parent or guardian or designee is unable to attend a meeting, ILTexas may use other methods to ensure parent participation, including individual or conference telephone calls. ILTexas may designate another person to act on behalf of the student in place of a parent, guardian, or designee if no such person can be located. A surrogate parent named to act on behalf of a student with a disability shall be considered a parent for this purpose. ILTexas shall make a good faith effort to notify a parent or guardian to attend the GPC. If the parent or guardian is unavailable, the

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remaining members of the GPC must convene as required by law and take all necessary actions required.

*Education Code 28.0211(c); 19 TAC 101.2007(a), (b).*

**Sec. 2.2.2.8. Alternate Assessment**

For the third testing opportunity, the Board may choose to use a state-approved alternate assessment instead of the statewide assessment instrument and select from a list provided annually by the Commissioner only one test for each applicable grade and subject. The alternate assessment must be given during the period established by the Commissioner in the assessment calendar to coincide with the date of the third administration of the statewide assessment. *19 TAC 101.2011(a)–(b).*

**Sec. 2.2.2.9. Parental Waiver**

The Superintendent shall establish a waiver process by which a parent or guardian may request that a student not participate in the third test opportunity due to potential harm to the student. The waiver must provide documentation of potential harm, student need, and other appropriate information. If a parental waiver is granted, the student must still participate in all required accelerated instruction and is subject to retention based on the failure on the second test administration. *19 TAC 101.2015.*

**Sec. 2.2.2.10. Notice After Third Testing Opportunity**

The GPC must convene again if a student fails to demonstrate proficiency on the third administration of an assessment required for grade advancement and is thereby automatically retained at the same grade level. Within five working days of receipt of student assessment results, ILTexas shall notify the principal of the assessment results for each eligible student who fails to demonstrate proficiency. Upon receipt of this notice, the principal shall notify the teacher and parent or guardian of the time and place for the GPC to hold a meeting. This notice shall inform the parent or guardian of the opportunity to appeal the automatic retention of the student. The Superintendent shall establish a procedure to ensure a good faith effort is made toward securing the parent's or guardian's receipt of the retention notification. *19 TAC 101.2007(e).*

**Sec. 2.2.3. RETENTION AND APPEAL**

A student who fails to perform satisfactorily after at least three attempts on one of the grade advancement tests shall be retained at the same grade level for the next school year. The parent or guardian may appeal the retention by submitting a request to the GPC within five working days of receipt of the retention notification. *Education Code 28.0211(e); 19 TAC 101.2007(e).*

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****ACCELERATED INSTRUCTION**

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The GPC may not agree to promote a student unless a parent, guardian, or designee has appealed. *19 TAC 101.2007(b)(2)*.

If an appeal is initiated by the parent or guardian, the GPC may decide in favor of promotion only if the GPC concludes, upon review of all facts and circumstances, and in accordance with standards adopted by the Board, that the student is likely to perform on grade level given additional accelerated instruction during the next school year. A student may be promoted only if the decision of the GPC is unanimous and the student has completed all required accelerated instruction.

The review and decision of the GPC must be appropriately documented as meeting the standards adopted by the Board and made in conformance with procedures specified in the GPC manual and as required by 19 Administrative Code 101.2001(b). These standards must include consideration of the following:

1. The recommendation of the student's teacher;
2. The student's grades;
3. The student's assessment scores; and
4. Any other necessary academic information as determined by ILTexas.

*19 TAC 101.2007(f)*.

The placement decision by the GPC shall be made before the start of the next school year, or if applicable, upon re-enrollment of the student after this date. *19 TAC 101.2007(g)*.

The committee's decision regarding placement is final and may not be appealed. *Education Code 28.0211(e)*.

A student who is promoted to the next grade level must complete accelerated instruction required under Education Code 28.0211(a-1) before placement in the next grade level. A student who fails to complete required accelerated instruction may not be promoted. *Education Code 28.0211(a-2)*; *19 TAC 101.2006(e)(2)*.

In each subject in which the student failed to perform satisfactorily on the grade advancement test, a student who is promoted by the GPC must be assigned to a teacher who meets all state and federal qualifications to teach that subject and grade. *Education Code 28.0211(n)*.

**Sec. 2.2.4. TRANSFER STUDENTS**

A student who has been promoted upon completion of a school year in a school other than a Texas public school may be enrolled in that grade without regard to whether the student has successfully completed a grade advancement test. This does not limit ILTexas's ability to appropriately place such a student. *19 TAC 101.2007(h)*.

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**Sec. 2.2.5. LIMITED ENGLISH PROFICIENT STUDENTS**

The language proficiency assessment committee (LPAC) shall determine appropriate assessment and accelerated instruction for a limited English proficient (LEP) student who is administered a grade advancement test in English or Spanish, except as provided by 19 Administrative Code 101.1011. The GPC for a LEP student shall make its decisions in consultation with a member of the student's LPAC. *19 TAC 101.2003(e)*.

**Sec. 2.2.6. SPECIAL EDUCATION STUDENTS**

The admission, review, and dismissal (ARD) committee of a student who participates in ILTexas's special education program and who does not perform satisfactorily on an assessment instrument administered in the 5th or 8th grade must meet before the student is administered the assessment instrument for the second time to determine:

1. The manner in which the student will participate in an accelerated instruction program; and
2. Whether the student will be promoted.

At the meeting, the ARD committee may promote the student to the next grade level if the committee determines that the student has made sufficient progress in the measurable academic goals contained in the student's individualized education program. If the ARD committee decides to promote the student, ILTexas is not required to provide an additional opportunity for the student to perform satisfactorily on the assessment instrument.

Not later than September 1 of each school year, ILTexas must notify the parent or person standing in parental relation to a student enrolled in ILTexas's special education program of the options of the ARD committee if the student does not perform satisfactorily on an assessment instrument.

Decisions regarding assessment of LEP students who receive special education services shall be made by the ARD committee in conjunction with the LPAC.

*Education Code 28.0211(i), (i-1), (i-2); 19 TAC 101.2003(d), (f)*.

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.**

**BOARD POLICY MANUAL**

**POLICY GROUP 2 – INSTRUCTION**

**REQUIRED ARD COMMITTEES AND INDIVIDUALIZED  
EDUCATION PROGRAMS**

PG-2.3

**Sec. 2.3.1. ADMISSION, REVIEW, AND DISMISSAL COMMITTEES**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted. The ARD committee shall be the individualized education program (IEP) team defined at 34 CFR 300.321.

**Sec. 2.3.2. ARD COMMITTEE RESPONSIBILITIES**

The ARD committee and ILTexas are responsible for:

1. Evaluating, reevaluating, and determining eligibility for special education and related services;
2. Placement of students with disabilities, including disciplinary changes in placement;
3. Development of student IEPs;
4. Development and implementation of service plans for students who have been placed by their parents in private schools and who have been designated to receive special education and related services;
5. Compliance with the least restrictive environment standard;
6. Compliance with state requirements for reading diagnosis and state assessments;
7. Development of personal graduation plans;
8. Development of accelerated instruction under Education Code 28.0211 and intensive programs of instruction under Education Code 28.0213;
9. Evaluation, placement, and coordination of services for students who are deaf, hard of hearing, blind, or visually impaired; and
10. Determining eligibility for extracurricular activities, under Education Code 33.081.

*19 TAC 89.1050(a); 34 CFR 300.116(a), 300.321(a).*

**Sec. 2.3.3. COMMITTEE MEMBERS**

ILTexas shall ensure that each ARD committee meeting includes all of the following:

1. The **parents** of a child with a disability;
2. At least **one regular education** teacher of the child (if the child is, or may be, participating in the regular education environment) who must, to the extent practicable, be a teacher who is responsible for implementing a portion of the student’s IEP;
3. At least **one special education teacher**, or where appropriate, at least one special education provider of the child;
4. A **representative of ILTexas** who:
  - a. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
  - b. Is knowledgeable about the general education curriculum; and

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****REQUIRED ARD COMMITTEES AND INDIVIDUALIZED  
EDUCATION PROGRAMS**

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- c. Is knowledgeable about the availability of ILTexas’s resources;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the ARD committee (who may be a member of the committee listed in items 2–5);
  6. At the discretion of the parent or ILTexas, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
  7. The child, whenever appropriate;
  8. A representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in a career and technical education program;
  9. For a child with limited English proficiency, a member of the child’s language-proficiency assessment committee (LPAC) when deciding upon the selection of assessments and appropriate accommodations;
  10. For a child with an auditory impairment, including deaf-blindness, a teacher who is certified in the education of children with auditory impairments; and
  11. For a child with a visual impairment, including deaf-blindness, a teacher who is certified in the education of children with visual impairments.

*20 U.S.C. 1414(d)(1)(B); 34 CFR 300.321; 19 TAC 75.1023(d)(1), 89.1131(b)(3)–(4), 101.1009.*

A ILTexas member of the ARD committee shall not be required to attend an IEP meeting, in whole or in part, if the parent and ILTexas agree in writing that the attendance is not necessary because the member’s area of the curriculum or related services is not being modified or discussed during the meeting.

A ILTexas member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member’s area of curriculum or related services if the parent, in writing, and ILTexas consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting.

*20 U.S.C. 1414(d)(1)(C); 34 CFR 300.321(e).*

**Sec. 2.3.3.1. Transition Meeting Membership**

If the ARD committee is meeting to consider postsecondary goals and the transition services needed to assist the student in reaching those goals, ILTexas shall invite:

1. The student. If the student does not attend, ILTexas shall take other steps to ensure that the student’s preferences and interests are considered.
2. To the extent appropriate, and with the consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

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*34 CFR 300.321(b).*

**Sec. 2.3.4. PARENTAL INVOLVEMENT**

ILTexas shall take steps to ensure that one or both of the parents of a student with a disability are present at each ARD committee meeting or are afforded the opportunity to participate, including:

1. Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend (the notice shall include all information required by applicable regulation); and
2. Scheduling the meeting at a mutually agreed time and place.

If the purpose of the meeting is to consider transition services, the notice must also indicate this purpose, indicate that the Student will invite the student, and identify any other agency that will be invited to send a representative. *34 CFR 300.322(a)–(b); 19 TAC 89.1045.*

**Sec. 2.3.5. ALTERNATIVE PARTICIPATION METHODS**

If neither parent can attend an ARD committee meeting, ILTexas must use other methods to ensure parent participation, including individual or conference telephone calls. *20 U.S.C. 1414(f); 34 CFR 300.322(c).*

An ARD committee meeting may be conducted without a parent in attendance if ILTexas is unable to convince the parents that they should attend. In such event, ILTexas must keep a record of its attempts to arrange a mutually agreed time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent’s home or place of employment and the results of those visits.

*34 CFR 300.322(d).*

**Sec. 2.3.6. ARD COMMITTEE MEETINGS**

ILTexas shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. The committee shall review each student’s IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. The ARD committee must also determine the child’s placement once per year.

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A meeting does not include informal or unscheduled conversations involving ILTexas personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that ILTexas personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting. *20 U.S.C. 1414(d)(4); 34 CFR 300.116(b)(1), 300.324(b), (c)(1); 300.501(b)(3).*

**Sec. 2.3.6.1. Meeting at Parent Request**

A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. ILTexas must respond to the request by holding the meeting or requesting TEA's assistance through the mediation process. ILTexas shall inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate. *19 TAC 89.1045(b).*

**Sec. 2.3.6.2. Transfer Students**

If a student transfers to ILTexas, and the student had a previous IEP in place, ILTexas shall provide the student with a FAPE, including services comparable to those described in the previous IEP, in consultation with the parents, until:

1. In the case of a student who transfers within the state, ILTexas adopts the previous IEP or develops, adopts, and implements a new IEP.
2. In the case of a student who had an IEP in effect in another state, ILTexas conducts an evaluation, if determined necessary by ILTexas, and develops, adopts, and implements a new IEP, if appropriate.

*20 U.S.C. 1414(d)(2)(C)(i); 34 CFR 300.323(e), (f).*

**Sec. 2.3.6.3. Transfer of Records**

ILTexas shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the child's previous district. *20 U.S.C. 1414(d)(2)(C)(ii); 34 CFR 300.323(g).*

**Sec. 2.3.6.4. Military Dependents**

ILTexas shall initially provide comparable services to a military student with disabilities based on his or her current IEP. This does not preclude ILTexas from performing subsequent evaluations to ensure appropriate placement of the student. *Education Code 162.002 art. V, § C.*

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**Sec. 2.3.7. INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

ILTexas shall develop, review, and revise an IEP for each child with a disability. *20 U.S.C. 1412(a)(4); 34 CFR 300.320(a).*

ILTexas shall have an IEP in effect for each child with a disability at the beginning of each school year. *20 U.S.C. 1414(d)(2)(A); 34 CFR 300.323(a).*

The term “individualized education program” means a written statement for each child with a disability that includes:

1. A statement of the child’s present levels of academic achievement and functional performance;
2. A statement of measurable annual goals, including academic and functional goals;
3. A description of how the child’s progress toward the annual goals will be measured and when periodic reports on the progress of the child will be provided;
4. A statement of the specific special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child;
5. A statement of the program modifications or supports for school personnel that will be provided for the child;
6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
7. The projected dates for initiation of services and modifications and the anticipated frequency, location, and duration of these services and modifications;
8. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state or system-wide assessments;
9. If the ARD committee determines that the child must take an alternative assessment instead of a particular regular state or system-wide assessment, a statement of why the child cannot participate in the regular assessment and why the particular assessment selected is appropriate for the child;
10. Beginning not later than the first IEP to be in effect when the child is 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals and transition services needed to assist the child in reaching those goals; and
11. Beginning not later than one year before the child reaches the age of 17, a statement that the child has been informed of the rights that will transfer to the child upon reaching the age of majority.

*20 U.S.C. 1414(d); 34 CFR 300.320; 19 TAC 89.1055.*

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**Sec. 2.3.8. TRANSLATING IEPs**

If the child's parent is unable to speak English, ILTexas shall:

1. Provide the parent with a written or audio-taped copy of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audiotaped copy of the child's IEP translated into the parent's native language.

*Education Code 29.005(d).*

**Sec. 2.3.9. AUTISM/PERVASIVE DEVELOPMENTAL DISORDERS**

For students with autism/pervasive developmental disorders, the following strategies shall be considered by the ARD committee, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time and active engagement in learning activities;
3. In-home training and community-based training or viable alternatives that assist the student with the acquisition of social/behavioral skills;
4. Positive behavior support strategies based on relevant information;
5. Beginning at any age, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
6. Parent/family training and support, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD);
7. Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence;
8. Communication interventions, including language forms and functions that enhance effective communication across settings;
9. Social skills supports and strategies based on social skills assessment/curriculum and provided across settings;
10. Professional educator/staff support; and
11. Teaching strategies based on peer-reviewed, research-based practices for students with ASD.

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If the ARD committee determines that services are not needed in one or more of the areas in 1–11 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made. *19 TAC 89.1055(e)–(f)*.

**Sec. 2.3.10. VISUAL IMPAIRMENT**

ILTexas shall adopt written procedures as required in Education Code 30.002(c)(10) for providing special education services to students with visual impairments, if such services are necessary. *19 TAC 89.1075(b)*.

**Sec. 2.3.11. COLLABORATIVE PROCESS**

All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration.

**Sec. 2.3.11.1. Recess**

When agreement about all required elements of the IEP is not achieved, the parent or adult student who disagrees shall be offered a single opportunity to have the committee recess for a period not to exceed ten school days. This recess is not required when:

1. The student's presence on campus represents a danger of physical harm to the student or others;
2. The student has committed an expellable offense; or
3. The student has committed an offense that may lead to placement in a disciplinary alternative education program.

These requirements do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than failure of the parents and ILTexas to reach agreement about all required elements of an IEP.

During the recess, the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons to enable the committee to reach agreement.

The date, time, and place for continuing the ARD committee meeting shall be determined by agreement before the recess.

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**Sec. 2.3.11.2. No Agreement Reached**

If, after the ten-day recess, the ARD committee still cannot reach agreement, ILTexas shall implement the IEP it has determined to be appropriate for the student. A written statement of the basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.

When ILTexas implements an IEP with which the parents or adult student disagree, it shall provide prior written notice in compliance with applicable regulations and ILTexas policy.

Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point, when they disagree with ARD committee decisions. *19 TAC 89.1050(h)*.

**Sec. 2.3.12. IEP MODIFICATION**

Changes to an IEP may be made either by the entire ARD committee or by amending the IEP by agreement, rather than redrafting the entire IEP.

After the annual IEP meeting for a school year, the parent and ILTexas may agree not to convene an IEP meeting for the purposes of making changes to the IEP and instead may develop a written document to amend or modify the child's current IEP.

Upon request, a parent shall be provided with a revised copy of the IEP with amendments incorporated.

To the extent possible, ILTexas shall encourage the consolidation of reevaluation meetings for the child and other ARD meetings for the child. *20 U.S.C. 1414(d)(3)(D)–(F); 34 CFR 300.324(a)(4)–(a)(6)*.



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**Sec. 2.4.1. TITLE III REQUIREMENTS**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall comply with the statutory requirements regarding limited English proficient (LEP) and immigrant students upon receipt of funds under Title III of the Every Student Succeeds Act. *20 U.S.C. 6801–7014.*

**Sec. 2.4.2. STATE POLICY**

It is the policy of the state that every student who has a home language other than English and who is identified as LEP shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program.

**Sec. 2.4.3. INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. RESPONSIBILITIES**

ILTexas shall:

1. Identify LEP students based on criteria established by the state;
2. Provide bilingual education (two-way DLI) and ESL programs, as integral parts of its regular program;
3. Seek certified teaching personnel to ensure that LEP students are afforded full opportunity to master the essential skills and knowledge required by the state; and
4. Assess achievement for essential knowledge and skills in accordance with Education Code Chapter 39 to ensure accountability for LEP students and the schools that serve them.

*Education Code 29.051; 19 TAC 89.1201(a).*

**Sec. 2.4.4. IDENTIFYING LEP STUDENTS**

Within the first four weeks following the first day of school, the language proficiency assessment committee (LPAC) shall determine and report to the Board the number of LEP students at each campus and shall classify each student according to the language in which the student possesses primary proficiency. The Board shall report that information to the TEA before November 1 every year.

**Sec. 2.4.5. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES**

ILTexas shall establish and operate a sufficient number of LPACs to enable them to discharge their duties within four weeks of the enrollment of LEP students.

**Sec. 2.4.5.1. LPAC Membership**

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**Each LPAC shall include:**

1. A professional bilingual educator;
2. A professional transitional language educator;
3. A parent of a LEP student; and
4. A campus administrator.

ILTexas may add other members to the committee in any of the required categories. If ILTexas does not have an individual in one or more of the job classifications required, another professional staff member shall designate to serve on the LPAC.

In schools and grade levels at which ILTexas is not required to provide a bilingual education program, the LPAC shall be composed of one or more professional personnel and a ILTexas-designated parent of an LEP student.

No parent serving on the LPAC shall be an employee of ILTexas.

The professional staff members of the LPAC(s) shall be assigned those duties by the Superintendent or designee. Selection of parent members of LPAC(s) shall be made after soliciting volunteers and upon the recommendation of professionals involved in the bilingual/ESL programs.

*Education Code 29.063; 19 TAC 89.1220.*

**Sec. 2.4.5.2. Training**

ILTexas shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members—including parents—shall be acting for ILTexas and shall observe requirements regarding confidentiality of student records.

*Education Code 29.063(a), (b); 19 TAC 89.1220(a)–(f).*

**Sec. 2.4.5.3. Duties of LPAC**

The LPAC shall have the duties set forth at Education Code 29.063(c) and 19 TAC 89.1220(g)–(j), (l).

**Sec. 2.4.5.4. Home Language Survey**

Within four weeks of each student's enrollment, ILTexas shall conduct a home language survey to determine the language normally used in the home and the language normally used by the

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student, whenever possible. The home language survey shall be conducted in English and in the home language and signed by the student's parents if the student is in prekindergarten through grade 8, or by the student if the student is in grades 9 through 12. The original copy of the survey shall be kept in the student's permanent record.

ILTexas shall conduct only one home language survey of each student.

If a student is identified through the home language survey as normally speaking a language other than English, the student shall be tested in accordance with 19 TAC 89.1225 and, for students with disabilities, in accordance with 19 TAC 89.1230.

*Education Code 29.056(a); 19 TAC 89.1215.*

**Sec. 2.4.5.5. Classification as LEP**

The LPAC may classify a student as LEP if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
2. The student's score or relative degree of achievement on the TEA-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;
3. The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or
4. The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English.

*Education Code 29.056(c).*

**Sec. 2.4.5.6. Parental Notice and Consent**

Not later than the 10th day after the LPAC's classification of a student as LEP, the LPAC shall give written notice of the classification to the student's parent. The notice must be in English and in the parent's primary language. The parents of students eligible to participate in the required bilingual education program shall be informed of the benefits of the bilingual education or special language program and that it is an integral part of the school program.

Pending parent approval, ILTexas shall place the student in the recommended program, but may count only LEP students with parental approval for bilingual education allotment. *Education Code 29.056(a), (d); 19 TAC 89.1220(k).*

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**Sec. 2.4.5.7. Participation of Non-LEP Students**

With the approval of ILTexas and a student's parent, a student who is not LEP may participate in a bilingual education program. The number of participating students who are not LEP may not exceed 40% of the number of students enrolled in the program.

*Education Code 29.058.*

**Sec. 2.4.6. BILINGUAL AND ESL PROGRAMS**

Upon the enrollment of 20 or more LEP students in any language classification in the same grade, ILTexas shall offer a bilingual education or special language program as follows:

1. Bilingual education in kindergarten through the elementary grades.
2. Bilingual education, instruction in English as a second language, or other TEA-approved transitional language instruction in post-elementary grades through 8th grade.
3. Instruction in English as a second language in grades 9–12.

If a program other than bilingual education must be used in kindergarten through the elementary grades, documentation for the exception must be filed with and approved by TEA.

*Education Code 29.053(c)-(d), 29.054.*

**Sec. 2.4.6.1. Program Content**

ILTexas's bilingual education program shall be a full-time program of dual-language instruction that provides for learning basic skills in the primary language of the students enrolled in the program and for carefully structured and sequenced mastery of English language skills. An ESL program shall be an intensive program of instruction in English from teachers trained in recognizing and dealing with language differences. The bilingual or ESL program shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds.

LEP students shall participate fully with English-speaking students in regular classes provided in subjects such as art, music, and physical education. ILTexas shall provide students enrolled in the bilingual or ESL program a meaningful opportunity to participate fully with other students in all extracurricular activities. Elective courses may be taught in a language other than English.

*Education Code 29.055; 19 TAC 89.1210(g).*

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**Sec. 2.4.6.2. Classes and Facilities**

Students enrolled in the bilingual or ESL programs shall be placed in classes with other students of approximately the same age and level of educational attainment. ILTexas shall ensure that each student's instruction is appropriate to the student's level of educational attainment, and the District shall keep adequate records of the educational level and progress of each student enrolled in the program.

Bilingual education and special language programs shall be located in each regular ILTexas campus rather than in separate facilities. ILTexas may concentrate the programs at a limited number of schools, provided that the enrollment in those schools shall not exceed 60% LEP students.

*Education Code 29.057; 19 TAC 89.1235.*

**Sec. 2.4.7. COOPERATION AMONG DISTRICTS**

ILTexas may join with one or more other districts to provide the required bilingual and special education programs. The availability of the programs shall be publicized throughout the districts involved.

ILTexas may allow a nonresident LEP student to enroll in or attend its bilingual education or special language program if the student's district of residence does not provide an appropriate program. The district of residence shall pay the tuition for the student. *Education Code 29.059.*

**Sec. 2.4.8. SUMMER PROGRAM**

If ILTexas is required to offer a bilingual education or special language program, it shall offer a voluntary summer school program for LEP children who will be eligible for admission to kindergarten or first grade at the beginning of the next school year.

A school that operates on a semester system shall offer the program during the period school is recessed for the summer and for one-half day for eight weeks or on a similar schedule approved by the Board. A school that operates on any other system shall offer 120 hours of instruction on a schedule established by the Board.

The program must be an intensive bilingual education or special language program that meets the standards set by TEA, and the student/teacher ratio may not exceed 18:1. ILTexas shall comply with the requirements of 19 TAC 89.1250 in providing such a program.

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**Sec. 2.4.8.1. Other Programs**

ILTexas may establish on a full- or part-time basis other summer school, extended day, or extended week bilingual or special language programs for LEP students and may join with other districts in establishing such programs.

Neither the summer program nor the other programs may substitute for the program to be provided during the regular school year.

*Education Code 29.060.*

**Sec. 2.4.9. PERSONNEL**

Teachers assigned to bilingual education and ESL programs must be appropriately certified in bilingual education or ESL, respectively. *Education Code 29.061(b), (c).*

If ILTexas is unable to hire a sufficient number of teachers with bilingual teaching or ESL certificates, ILTexas may file an application for exception with TEA in accordance with 19 TAC 89.1207. *Education Code 29.054; 19 TAC 89.1207.*

**Sec. 2.4.10. LEP STUDENTS AND STATE ASSESSMENTS**

In grades 3–12, an LEP student shall participate in the assessment of academic skills in accordance with Commissioner’s rules at 19 TAC Chapter 101, subchapter AA. *19 TAC 101.5(c).*

**Sec. 2.4.11. PROGRAM EXIT**

ILTexas may transfer an LEP student out of a bilingual education or special language program for the first time or a subsequent time if the student is able to participate equally in a regular all-English instructional program as determined by:

1. TEA-approved tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English;
2. Satisfactory performance on the reading assessment instrument under Education Code 39.023(a) or an English language arts assessment instrument under Education Code 39.023(c), as applicable, with the assessment instrument administered in English, or, if the student is enrolled in the first or second grade, an achievement score at or above the 40th percentile in the reading and language arts sections of an English standardized test approved by the TEA; and
3. TEA-approved criterion-referenced tests and the results of a subjective teacher evaluation.

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*Education Code 29.056(g).***Sec. 2.4.11.1. Notice to Parents**

ILTexas shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the bilingual education or English as a second language program and acquire approval as required under Education Code 29.056(a). Students meeting exit requirements may continue in the bilingual or English as a second language program with parental approval but are not eligible for inclusion in ILTexas's bilingual education allotment. *19 TAC 89.1240(b).*

**Sec. 2.4.11.2. Evaluation of Transferred Students and Reenrollment**

The LPAC committee shall reevaluate a student who is transferred out of a bilingual education or special language program if the student earns a failing grade in a subject in the foundation curriculum during any grading period in the first two school years after the student is transferred to determine whether the student should be reenrolled in a bilingual education or special language program.

During the first two school years after a student is transferred out of a bilingual education or special language program, the LPAC shall review the student's performance and consider:

1. The total amount of time the student was enrolled in bilingual education or special language programs;
2. The student's grades each grading period in each subject in the foundation curriculum;
3. The student's performance on state assessment instruments;
4. The number of credits the student has earned toward high school graduation, if applicable; and
5. Any disciplinary actions taken against the student under the Student Code of Conduct.

After the evaluation, the LPAC may require intensive instruction for the student or reenroll the student in a bilingual education or special language program. *Education Code 29.0561.*

**Sec. 2.4.12. PEIMS REPORTING REQUIREMENTS**

If required to offer bilingual education or special language programs, ILTexas shall include the following information in its PEIMS report as required by Education Code 29.006(a):

1. Demographic information on students enrolled in ILTexas's bilingual education or special language programs;
2. The number and percentage of students enrolled in each instructional model of a bilingual education or special language program offered by ILTexas; and

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3. The number and percentage of students identified as LEP students who do not receive specialized instruction.

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****COMPENSATORY AND ACCELERATED SERVICES**

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**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall provide accelerated and/or compensatory educational services based on needs assessment to students in all grade levels who have been identified as being at-risk of dropping out of school, who are not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment. Principals are responsible for ensuring that each identified student receives such students.

The services provided to each identified student shall be consistent with ILTexas’s goals and strategies for assisting students in need of academic assistance, and shall be reviewed for effectiveness at the close of each grading period.

Parents shall be encouraged to participate in the planning of educational services for their child and shall be kept informed regarding the child’s progress toward educational goals. Parents of students who are not successful in meeting requirements for promotion shall be informed of any available options, such as an extended year program or summer school.

**Sec. 2.5.1. COMPENSATORY EDUCATION ALLOTMENT**

ILTexas is entitled to an annual allotment for each student who is educationally disadvantaged. The number of educationally disadvantaged students is determined by the formula set forth at Education Code 42.152(b). *Education Code 42.152(a)–(b)*.

**Sec. 2.5.1.1. Use**

ILTexas shall use its compensatory education allotment to fund supplemental programs and services designed to eliminate any disparity in performance on state assessment instruments or disparity in the rates of high school completion between students at risk of dropping out of school and all other students, and for any other purpose allowed by Education Code 42.152.

Specifically, ILTexas may use the funds, other than an indirect cost allotment established by State Board rule, to meet the costs of providing a compensatory, intensive, or accelerated instruction program or to support a Title I program at a campus at which at least 40% of the students are educationally disadvantaged.

ILTexas may also use allocated funds for:

1. A program specifically designed to serve students at risk of dropping out of school, as defined by Education Code 29.081;
2. An accelerated reading instruction program under Education Code 28.006(g);
3. A program for treatment of students who have dyslexia or a related disorder as required by Education Code 38.003; and
4. A mentoring services program under Education Code 29.089.

*Education Code 42.152(c), (c-1), (c-2).*

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**Sec. 2.5.2. DROPOUT PREVENTION STRATEGIES**

Upon request from the Commissioner, ILTexas shall submit a plan to the Commissioner describing the manner in which ILTexas intends to use its compensatory education and high school allotments for developing and implementing research-based strategies for dropout prevention.

ILTexas shall submit its plan no later than December 1 of each school year preceding the school year in which ILTexas will receive the compensatory education or high school allotment to which the plan applies. The plan must meet the requirements at 19 Administrative Code 89.1701(e).

If ILTexas is required to submit both a school improvement plan due to failure to meet the required performance standard regarding dropout rates or completion rates as well as a dropout prevention strategy plan, ILTexas may request that its school improvement plan be used to satisfy both requirements.

ILTexas may not spend or obligate more than 25% of its compensatory education or high school allotment without approval by the Commissioner. *Education Code 29.918; 19 TAC 89.1701.*

**Sec. 2.5.3. ACCELERATED READING INSTRUCTION PROGRAM**

ILTexas shall implement an accelerated reading instruction program that provides reading instruction that addresses reading deficiencies to each student in kindergarten, first grade, or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. The Superintendent shall determine the form, content, and timing of the program.

ILTexas shall provide additional reading instruction and intervention to each student given the seventh-grade reading assessment, as appropriate to improve the student's reading skills in the relevant areas identified through the assessment instrument.

**Sec. 2.5.3.1. Limitation**

ILTexas may implement an accelerated reading instruction program only if the Commissioner certifies that funds have been appropriated during a school year for administering the program.

*Education Code 28.006(f), (g), (g-1), (k).*

**Sec. 2.5.4. INTENSIVE PROGRAM OF INSTRUCTION****Sec. 2.5.4.1. State Assessments**

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ILTexas shall offer an intensive program of instruction to a student who does not perform satisfactorily on a state assessment instrument. The program shall be designed to:

1. Enable the student to:
2. To the extent practicable, perform at the student's grade level at the conclusion of the next regular school term; or
3. Attain a standard of annual growth specified by the District and reported by the District to TEA; and
4. If applicable, carry out the purposes of Education Code 28.0211.

**Sec. 2.5.4.2. Students Receiving Special Education Services**

For a student in a special education program who does not perform satisfactorily on a state assessment instrument, the student's admission, review, and dismissal committee shall design the program to:

1. Enable the student to attain a standard of annual growth on the basis of the student's individualized education program (IEP); and
2. If applicable, carry out the purposes of Education Code 28.0211.

**Sec. 2.5.4.3. Graduation Requirements**

ILTexas shall use funds appropriated by the legislature for an intensive program of instruction to plan and implement intensive instruction and other activities aimed at helping a student satisfy state and local high school graduation requirements.

*Education Code 28.0213.*

**Sec. 2.5.5. END-OF-COURSE EXAM**

A student enrolled in a college preparatory mathematics or English language arts course under Education Code 28.014 who satisfies the TSI college readiness benchmarks on an assessment instrument administered at the end of the course satisfies the requirements concerning and is exempt from the administration of the Algebra I or the English I and English II end-of-course assessment instruments, as applicable, as prescribed by Education Code 39.023(c), even if the student did not perform satisfactorily on a previous administration of the applicable end-of-course assessment instrument. A student who fails to perform satisfactorily on the assessment instrument may retake that assessment instrument or may take the appropriate end-of-course assessment instrument. *Education Code 39.025(a-1).*

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**CONTRACTS WITH OUTSIDE AGENCIES**

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**Sec. 2.6.1. CAREER AND TECHNOLOGY EDUCATION**

The Board may contract with another school district, public or private post-secondary institution, or trade or technical school that is regulated by the state, as designated in the state plan for career and technology education, to provide career and technology classes for students. *Education Code 29.184(a)*.

In addition, the Board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum and under which a student may receive specific education in a career and technology profession. *Education Code 29.187*.

**Sec. 2.6.2. STUDENTS WITH DISABILITIES**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may contract with a public or private facility, institution, or agency inside or outside of Texas for the provision of services to students with disabilities. *Education Code 29.008(a)*.

**Sec. 2.6.3. PREKINDERGARTEN LICENSING STANDARDS**

If ILTexas contracts with a private entity to operate a prekindergarten program, the program shall comply at a minimum with the applicable child-care licensing standards adopted by the Texas Department of Family and Protective Services under Human Resources Code 42.042. *Education Code 29.1532(b)*.

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**CREDIT BY EXAMINATION**

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**Sec. 2.7.1. CREDIT BY EXAMINATION:**

**WITH PRIOR INSTRUCTION FOR STUDENTS IN GRADES 6–12**

The Principal or designee (or a student’s attendance committee, as applicable) shall have authority to offer the student the opportunity to demonstrate mastery in a subject or to earn course credit by examination when the student has had prior instruction in a subject and when:

1. The student is enrolling in **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** from a non-accredited school;
2. The student has failed a subject or course; or
3. The student has earned a passing grade in a subject or course but has failed to earn credit because of excessive absences.

Examinations shall assess the student’s mastery of the essential knowledge and skills and shall be administered according to established ILTexas procedures.

Prior to offering a student an opportunity to demonstrate mastery or earn credit by this method, an appropriate ILTexas employee shall review the student’s records to determine whether the student has had prior instruction in the subject or course.

**Sec. 2.7.2. CREDIT BY EXAMINATION: WITHOUT PRIOR INSTRUCTION**

With Board approval, ILTexas shall develop or purchase examinations for acceleration that thoroughly test the essential knowledge and skills for each primary school grade level and for credit for secondary school academic subjects.

**Sec. 2.7.2.1. Examinations for Acceleration or Course Credit**

If a student in grades 1–12 wishes to accelerate to the next grade level or earn course credit without having received prior instruction in the course or grade level, ILTexas shall offer opportunities in accordance with state law and State Board of Education/Texas Education Agency rules for the student to take a Board-approved examination for this purpose.

A student may not attempt to earn credit by examination for a specific high school course more than two times.

If a student fails to earn credit by examination for a specific high school course before the beginning of the school year in which the student would ordinarily be required to enroll in that course in accordance with ILTexas’s prescribed course sequence, the student must satisfactorily complete the course to receive credit for the course.

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**Sec. 2.7.2.2. Kindergarten Acceleration**

In accordance with State Board of Education/Texas Education Agency rules, the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to First Grade rather than Kindergarten. Criteria for acceleration may include:

1. Scores on readiness tests or achievement tests that may be administered by appropriate ILTexas personnel.
2. Recommendation of the kindergarten or preschool the student has attended.
3. Chronological age and observed social and emotional development of the student.
4. Other criteria deemed appropriate by the Principal and Superintendent.

**Sec. 2.7.2.3. Fees**

ILTexas shall not charge for a Board-approved examination for acceleration for each primary school grade level or for credit for secondary school academic subjects. If a parent requests an alternative examination, ILTexas may administer and recognize results of a test purchased by the parent or student from Texas Tech University or the University of Texas at Austin. *19 TAC 74.24(a)(3)*.

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**Sec. 2.8.1. CAREER AND TECHNOLOGY PROGRAM**

Each student shall master the basic skills and knowledge necessary for managing the dual roles of family member and wage earner and for gaining entry-level employment in a high-skill, high-wage job or continuing the student’s education at the postsecondary level. *Education Code 29.181.*

The Board may conduct and supervise career and technology classes and other educational programs for students and for other persons of all ages and spend local maintenance funds for the cost of those classes and programs. In developing a career and technology program, the Board shall consider the state plan for career and technology education. *Education Code 29.183.*

**Sec. 2.8.1.1. Distinguished Achievement in Career and Technology Education**

The Board may develop and offer a program that provides a rigorous course of study consistent with the required curriculum and under which a student may:

1. Receive specific education in a career and technology profession that leads to postsecondary education or meets or exceeds business or industry standards; and
2. Obtain from **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** an award for distinguished achievement in career and technology education and a stamp or other notation on the student’s transcript that indicates receipt of the award.

An award granted under this provision is not in lieu of a diploma or certificate of coursework completion.

In developing such a plan, the Board shall consider the state plan for career and technology education. The Board must submit a proposed program to the Commissioner in accordance with criteria established by the Commissioner. *Education Code 29.187.*

**Sec. 2.8.1.1.1. *Contracts with Other Entities***

The Board may contract with an entity listed in Education Code 29.184(a) for assistance in developing the program or providing instruction to students participating in the program. The Board may also contract with a local business or a local institution of higher education for assistance in developing or operating a career and technology education program. A program may provide education in areas of technology unique to the local area. *Education Code 29.187(d), (e).*

**Sec. 2.8.1.1.2. *Insurance***

The Board may provide insurance to protect a business that contracts with ILTexas under this provision. The Board shall notify the parent or guardian of each student working for a business if the Board provides such insurance. The amount of insurance provided by ILTexas must be reasonable. *Education Code 29.187(f).*

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**Sec. 2.8.2. PROVIDING CAREER AND TECHNICAL EDUCATION**

The following provisions apply only if ILTexas receives federal career and technical education funds. *19 TAC 75.1021.*

**Sec. 2.8.2.1. Students with Disabilities**

A student with a disability shall be provided career and technical education in accordance with all applicable federal law and regulations including the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, state statutes, and rules of the State Board of Education and the Commissioner.

A student with a disability shall be instructed in accordance with the student's IEP, in the least restrictive environment, as determined by the student's ARD committee. If a student with a disability is unable to receive a free appropriate public education (educational benefit) in a regular career and technical education program, using supplementary aids and services, the student may be served in separate programs designed to address the student's occupational/training needs, such as career and technical education for students with disabilities.

A student with a disability identified in accordance with the IDEA is an eligible participant in career and technical education when the following requirements are met:

1. The ARD committee shall include a representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in career and technical education program;
2. Planning for the student shall be coordinated among career and technical education, special education, and state rehabilitation agencies and should include a coherent sequence of courses;
3. ILTexas shall monitor to determine if the instruction being provided a student with a disability in career and technical education classes is consistent with the student's IEP;
4. ILTexas shall provide supplementary services that each student with a disability needs to successfully complete a career and technical education program, such as curriculum modification, equipment modification, classroom modification, supportive personnel, and instructional aids and devices;
5. ILTexas shall help fulfill the transitional service requirements of the IDEA and implementing regulations, state statutes, and rules of the Commissioner for each student with a disability who is completing a coherent sequence of career and technical education courses.
6. When determining placement in a career and technical education classroom, the ARD committee shall consider a student's graduation plan, the content of the individual transition plan, the IEP, and classroom supports. Enrollment numbers should not create a

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harmful effect on student learning for a student with or without disabilities in accordance with the provisions in the IDEA and its implementing regulations.

*19 TAC 75.1023.*

**Sec. 2.8.2.2. Student Organizations**

ILTexas may use federal career and technical education funds to provide opportunities for student participation in approved student leadership organizations and assist career and technical student organizations in accordance with all applicable federal and state laws, rules, and regulations. However, students shall not be required to join such an organization. Student participation in career and technical student organizations shall be governed in accordance with 19 TAC Chapter 76 (relating to extracurricular activities).

The following career and technical student organizations are recognized by the U.S. Department of Education and the TEA:

1. Business Professionals of America (BPA);
2. DECA;
3. Future Business Leaders of America (FBLA);
4. FFA;
5. Family, Career, and Community Leaders of America (FCCLA);
6. Health Occupations Students of America (HOSA);
7. Technology Student Association (TSA); and
8. Skills USA.

*19 TAC 75.1024.*

**Sec. 2.8.2.3. Program Evaluation**

ILTexas shall annually evaluate its career and technical education programs. *19 TAC 75.1025.*

**Sec. 2.8.3. ANNUAL NOTIFICATION**

Prior to the beginning of each school year, the Superintendent shall advise students, parents, employees, and the general public that all career and technical education opportunities will be offered without regard to race, color, national origin, sex, or disability. Such notification shall comply with the guidelines provided by the *Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap*, published by the Office for Civil Rights.

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**DUAL CREDIT**

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**Sec. 2.9.1. COLLEGE CREDIT PROGRAM**

If allowed by its open-enrollment charter, **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may implement a program under which students may earn the equivalent of at least 12 semester credit hours of college credit in high school. The college credit may be earned through:

1. International baccalaureate, advanced placement, or dual credit courses;
2. Articulated postsecondary courses provided for local credit or articulated postsecondary advanced technical credit courses provided for state credit; or
3. Any combination of the courses in items 1 and 2.

The program may provide a student the opportunity to earn credit for a course or activity, including apprenticeship or training hours:

1. That satisfies a requirement necessary to obtain an industry-recognized credential or certificate or an associate degree, and is approved by the Texas Higher Education Coordinating Board; and
2. For which a student may earn credit concurrently toward both the student’s high school diploma and postsecondary academic requirements.

ILTexas is not required to pay a student’s tuition or other associated costs for taking a course under this policy. *Education Code 28.009.*

To be eligible for high school credit, a dual credit course must be provided by an institution of higher education that is accredited by any of the following regional accrediting associations:

1. Southern Association of Colleges and Schools (AdvancED)
2. Middle States Association of Colleges and Schools
3. New England Association of Colleges and Schools
4. North Central Association of Colleges and Schools
5. Western Association of Colleges and Schools
6. Northwest Association of Colleges and Schools

19 TAC 74.25(a).

**Sec. 2.9.2. STUDENT ELIGIBILITY**

A high school student is eligible to enroll in academic dual credit courses and workforce education dual credit courses as permitted by 19 Administrative Code 4.85(b). To be eligible for enrollment in a dual credit course offered by a public college, students must meet all the college’s regular prerequisite requirements designated for that course (e.g., minimum score on a specified placement test, minimum grade in a specified previous course, etc.). An institution may impose additional requirements for enrollment in courses for dual credit.

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**Sec. 2.9.2.1. Partnership Programs**

An eligible student may enroll in a partnership program with a Texas college or university in accordance with an agreement between ILTexas and the college or university. ILTexas shall award credit toward high school graduation in accordance with the agreement between ILTexas and the college or university.

**Sec. 2.9.2.2. Other College-Level Courses**

ILTexas may award a student credit for completing a college-level course at an accredited college or university that is not in a partnership program with ILTexas. Award of credit shall be based on administrator approval in accordance with guidelines established by the Superintendent or designee.

**Sec. 2.9.2.3. Texas Virtual School Network**

According to guidelines established by the Texas Virtual School Network (TxVSN) and the course provider, ILTexas may enroll a student in college-level courses through the TxVSN. When the student successfully completes a course, credit shall be applied toward graduation requirements.

**Sec. 2.9.3. ATTENDANCE ACCOUNTING**

The time during which a student attends a dual credit course, including a course provided under the college credit program, shall be counted as part of the minimum instructional hours required for a student to be considered a full-time student in average daily attendance. *Education Code 42.005.*

Additionally, the Commissioner may approve instructional programs provided off campus by an entity other than ILTexas in which participation by a student may be counted for purposes of determining average daily attendance. *Education Code 42.0052(a).*

**Sec. 2.9.3.1. Reporting Off-Campus Programs**

ILTexas may adopt a policy that allows a student to participate in an off-campus instructional program. The program must be provided only by an institution of higher education that is accredited by one of the regional accrediting associations specified in 19 TAC 74.25.

To be eligible, a student must:

1. Be in grade 11 or 12;
2. Have demonstrated college readiness as outlined in the requirements for participation in dual credit programs in the Student Attendance Accounting Handbook;

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3. Meet any eligibility requirements adopted by the institution of higher education; and
4. Have the approval of the Principal or other school official designated by ILTexas.

The off-campus program must comply with rules adopted by the Texas Higher Education Coordinating Board in the Texas Administrative Code, Title 19, Part 1, with respect to teacher qualifications.

*19 TAC 129.1031.*

**Sec. 2.9.4. ANNUAL REPORTS**

ILTexas shall annually report to the TEA (1) the number of ILTexas students, including career and technical students, who have participated in the program; and (2) the cumulative number of courses in which participating students have enrolled and college credit hours the students have earned. *Education Code 28.009(c).*

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****END OF COURSE ASSESSMENTS**

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**Sec. 2.10.1. END-OF-COURSE ASSESSMENTS (HIGH SCHOOL LEVEL)**

Beginning with students first enrolled in grade 9 in the 2011–12 school year, a student enrolled in a course for which an end-of-course (“EOC”) assessment exists as required by Education Code 39.023(c) shall take the appropriate assessment. *19 TAC 101.3021(a)*.

**Sec. 2.10.2. STUDENTS ENROLLED BELOW HIGH SCHOOL LEVEL**

Beginning in the 2011–12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student’s assessment graduation requirements, as specified in 19 TAC 101.3022. *19 TAC 101.3121(d)*.

**Sec. 2.10.3. ASSESSMENT REQUIREMENTS FOR GRADUATION**

A student must meet satisfactory performance on an EOC assessment listed in Education Code 39.023(c) only for a course in which the student is enrolled and for which an EOC assessment instrument is administered in order to be eligible to receive a Texas diploma.

**Sec. 2.10.3.1. Exceptions – English I or English II**

A student who was administered separate reading and writing EOC assessments under Education Code 39.023(c) for the English I or English II course has met that course’s assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

Exceptions related to English I also apply to English language learners who meet the criteria in 19 TAC 101.1007.

**Sec. 2.10.3.2. Exceptions – Credits Earned Prior to Enrollment**

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school and the credit has been accepted by a Texas public school, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–12 spring administration, the student is not required to take the corresponding EOC assessment.

*19 TAC 101.3021(e), .3022.*

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**Sec. 2.10.4. SUBSTITUTE ASSESSMENTS**

A student may use certain assessments as substitute assessments in place of an EOC assessment, to meet the student's assessment graduation requirements in accordance with the Commissioner's chart at 19 TAC 101.4002(b). An approved substitute assessment may be used in place of only one specific EOC assessment.

A student is eligible to use a substitute assessment if the student:

1. Was administered an approved substitute assessment for an equivalent course in which the student was enrolled;
2. Received a satisfactory score on the substitute assessment as determined by the Commissioner and provided in the chart at 19 Administrative Code 101.4002(b); and
3. Using a Texas Success Initiative (TSI) assessment also meets the following criteria:
  - a. A student must have been enrolled in a college preparatory course for English language arts or mathematics and, in accordance with Education Code 39.025(a-1), have been administered an appropriate TSI assessment at the end of that course.
    - i. A student under this provision who meets all TSI English language arts score requirements provided in the chart at 19 TAC 101.4002(b) satisfies both the English I and English II EOC assessment graduation requirements.
    - ii. A student under this provision may satisfy an assessment graduation requirement in such a manner regardless of previous performance on an Algebra I, English I, or English II EOC assessment.
  - b. In accordance with Education Code 39.025(a-3), a student who did not meet satisfactory performance on the Algebra I or English II EOC assessments after retaking the assessment may use the corresponding TSI assessment in place of that EOC assessment.
    - i. For a student under this provision who took separate reading and writing assessments for the English II EOC assessment and who did not meet the English II assessment graduation requirement using those tests as specified in 19 TAC 101.3022(b) (relating to Assessment Requirements for Graduation), the separate TSI reading or writing assessment may not be used to substitute for the corresponding English II reading or writing EOC assessment.
    - ii. The provisions of this paragraph expire September 1, 2017. A student may meet the assessment graduation requirements under this provision using the TSI if the student has met the necessary score requirements as specified in the chart at 19 TAC 101.4002(b) prior to September 1, 2017.

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above.

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A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart at 19 TAC 101.4002(b) must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject.

**Sec. 2.10.4.1. Verification of Results**

An eligible student is responsible for providing **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** an official copy of the student’s scores from the substitute assessment.

Upon receipt of official results of an approved substitute assessment, ILTexas must:

1. Verify the student’s score on the substitute assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

*19 TAC 101.4002, .4005.*

**Sec. 2.10.5. SATISFACTORY PERFORMANCE**

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the Commissioner, on each EOC assessment instrument administered to the student. *Education Code 39.025(a).*

**Sec. 2.10.6. INDIVIDUAL GRADUATION COMMITTEE**

A student in grade 11 or 12 who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses may qualify to graduate on the basis of a review by an individual graduation committee (IGC).

Starting with the 2014–2015 school year, a student who has taken but failed to achieve the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an IGC under Education Code 28.0258.

A student may not graduate under an IGC if the student did not take each required EOC assessment or an approved substitute assessment for each course in which the student was enrolled in a Texas public school for which there is an EOC assessment. ILTexas shall determine whether the student took each required EOC assessment or an approved substitute assessment. Under this provision, a student who does not make an attempt to take all required EOC assessments may not qualify to graduate by means of an IGC.

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**Sec. 2.10.6.1. English Language Learners**

A student who is an English language learner (ELL) and qualifies for the English I special provision in 19 TAC may graduate without an IGC if the student achieves satisfactory performance on the remaining EOC assessments that the student is required to take.

The qualifying ELL becomes eligible for IGC review by failing to achieve satisfactory performance on the English I EOC assessment and one other EOC assessment or by failing to achieve satisfactory performance on no more than two of the remaining EOC assessments if the student achieved satisfactory performance on the English I EOC assessment.

If a qualifying ELL does graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not achieve satisfactory performance on the EOC assessment for that course.

**Sec. 2.10.6.2. Retakes**

Notwithstanding any action taken by a student's IGC, ILTexas must provide a student an opportunity to retake an EOC assessment under Education Code 39.023(c), if the student has not previously achieved satisfactory performance on an assessment for that course. A student is not required to retake a course in order to be administered a retest of an EOC assessment.

**Sec. 2.10.6.3. Application and Expiration**

This provision only applies to a student classified by ILTexas as an 11th or 12th grade student beginning in the 2014–15 school year and thereafter.

This provision expires September 1, 2019. A student may graduate by means of an IGC if the student has qualified for an IGC under Education Code 28.0258.

*Education Code 28.0258, 39.025(a-2); 19 TAC 101.3022(e).*

**Sec. 2.10.7. SPECIAL EDUCATION**

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258. As provided in 19 TAC 89.1070 (relating to Graduation Requirements) and 19 TAC 101.3023 (relating to Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who

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took an EOC assessment while enrolled in a special education program is not required to retake and achieve satisfactory performance on the EOC assessment if the student's ARD committee determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under Education Code 28.0258 and is subject to the IGC provisions above. *19 TAC 101.3022(f)*.

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Beginning with the 2011–2012 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of EOC assessments as listed in 19 TAC 101.3011(b)(2).

A student who is receiving special education services and who is first enrolled in grade 9 or below in the 2011–2012 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP.

*19 TAC 101.3023.*

**Sec. 2.10.8. CREDIT BY EXAMINATION**

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 TAC 74.24. *19 TAC 101.3021(c)*.

**Sec. 2.10.9. RETAKES**

Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. A student is not required to retake a course as a condition of retaking an EOC assessment instrument. If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course. *Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d)*.

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**Sec. 2.11.1. SCHOOL YEAR**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall operate so that it provides the minimum number of instructional days specified in the **INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. (“I.A.E.F.”)** charter currently on file with the State of Texas and as specified by Education Code 25.081.

**Sec. 2.11.2. LENGTH OF SCHOOL DAY**

A school day shall be at least 465 minutes each day, including intermissions and recesses.

**Sec. 2.11.3. REQUIRED INSTRUCTION**

A primary purpose of the ILTexas curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. ILTexas shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks.

ILTexas shall ensure that all students enrolled participate actively in a balanced curriculum designed to meet individual needs.

ILTexas shall offer to students in all grade levels the curriculum required by the I.A.E.F. charter currently on file with the State of Texas.

**Sec. 2.11.4. SCHOOL CALENDAR**

The Superintendent shall develop a school calendar reflecting ILTexas’s operations in accordance with the requirements of the I.A.E.F. charter. The Superintendent or designee shall distribute the school calendar to all students and parents.

**Sec. 2.11.4.1. Celebrate Freedom Week**

To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week. *Education Code 29.907.*

**Sec. 2.11.4.2. Generation Texas Week**

To educate middle school and high school students about the importance of higher education, the Superintendent shall designate one week during the school year as Generation Texas Week. The Superintendent shall designate one week during the school year as Generation Texas Week for all middle school, junior high, and high school students attending ILTexas.

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During the designated week, each middle school and high school shall provide students with comprehensive grade-appropriate information regarding the pursuit of higher education. The information provided must include information regarding:

1. Higher education options available to students;
2. Standard admission requirements for institutions of higher education, including:
  - a. Overall high school grade point average;
  - b. Required curriculum;
  - c. College readiness standards and expectations as determined under Education Code 28.008; and
  - d. Scores necessary on generally recognized tests or assessment instruments used in admissions determinations, including the Scholastic Assessment Test and the American College Test;
3. Automatic admission of certain students to general academic teaching institutions as provided by Education Code 51.803; and
4. Financial aid availability and requirement, including the financial aid information provided under Education Code 33.007(b).

*Education Code 29.911.*

**Sec. 2.11.5. EXERCISE OF CONSTITUTIONAL RIGHT TO PRAY**

Each ILTexas student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. A person shall not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity. *Education Code 25.901.*

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**Sec. 2.12.1. GIFTED AND TALENTED PROGRAM**

If allowed by the **INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.** charter, the Superintendent shall develop a gifted and talented program that is approved by the Board and disseminated to parents. The program shall provide an array of learning opportunities for gifted/talented students in kindergarten through grade 12 and shall inform parents of the opportunities. Options shall include:

1. Instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
2. A continuum of leaning experiences that leads to the development of advanced-level products and performances;
3. In-school and, when possible, out-of-school options relevant to the student’s area of strength that are available during the entire school year; and
4. Opportunities to accelerate in areas of strength.

*19 TAC 89.1, 89.3.*

For purposes of this policy, “gifted and talented student” means a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

1. Exhibits high performance capability in an intellectual, creative, or artistic area;
2. Possesses an unusual capacity for leadership; or
3. Excels in a specific academic field.

Education Code 29.121.

**Sec. 2.12.2. PROGRAM REQUIREMENTS**

The program developed by the Superintendent shall incorporate the following requirements:

**Sec. 2.12.2.1. Nomination**

Students may be nominated or referred for the gifted and talented program at any time by teachers, counselors, parents, or other interested persons.

**Sec. 2.12.2.2. Conferences**

Conferences shall be held with nominated students and their parent(s), if appropriate, to determine if the students are interested in the program.

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**Sec. 2.12.2.3. Screening and Identification Process**

Assessment opportunities related to the screening and identification process for nominated and referred students shall be conducted at least once per school year.

**Sec. 2.12.2.4. Parental Consent**

Written parental consent shall be obtained before any special testing or individual assessment is conducted as part of the screening and identification process. All student information collected during the screening and identification process shall be an educational record, subject to the protections of the Family Educational Rights and Privacy Act.

**Sec. 2.12.2.5. Identification**

The program shall establish criteria to identify gifted and talented students. The criteria shall conform to the state definition of gifted and talented, and shall ensure the fair assessment of students with special needs, including the culturally different, the economically disadvantaged, and students with disabilities.

**Sec. 2.12.2.6. Assessments**

Individual eligibility for the program shall be determined from data collected through both objective and subjective assessments measured against the criteria approved by the Board. Assessment tools may include, but are not limited to, achievement tests, creativity tests, behavioral checklists completed by teachers and parents, teacher nominations, student/parent conferences, and available student work product.

**Sec. 2.12.2.7. Selection**

Each **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** campus shall establish a selection committee to evaluate each nominated student according to the established criteria. The committee shall be composed of at least three educators who have received training in the nature and needs of gifted students. The committee shall select those students for whom the gifted and talented program is the most appropriate educational setting.

**Sec. 2.12.2.8. Selection Notification**

Parents and students shall be notified in writing upon selection of the student for the gifted and talented program. Participation in any program or services provided for gifted students is voluntary. ILTexas shall obtain written permission from the parent(s) before placing a student in the program.

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**Sec. 2.12.2.9. Reassessment**

ILTexas shall reassess students to determine appropriate program placement when a student moves from the elementary level to the middle school level, and from the middle school level to high school.

**Sec. 2.12.2.10. Transfer Students**

When a student identified as gifted by a previous Texas public school enrolls in ILTexas, the student's records shall be reviewed by the appropriate selection committee to determine if placement in the ILTexas gifted and talented program is appropriate. If the transferring student's records are limited or not available, or if the identification criteria for placement in the program for gifted and talented students at the previous school are not comparable to ILTexas's, the standard procedures for identifying gifted and talented students shall be employed.

The committee shall make its determination within 30 days of the student's enrollment in ILTexas, and shall base its decision on the transferred records, observation reports of ILTexas teachers who instruct the student, and student and parent conferences.

**Sec. 2.12.2.11. Furloughs**

Any student who is unable to maintain satisfactory performance or whose educational needs are not being met within the gifted and talented program may be placed on furlough. ILTexas, a parent, or the student may initiate a furlough.

The selection committee shall document the specific reasons for granting the furlough and the time period for which the furlough shall last. At the end of a furlough, the student may reenter the program, be placed on another furlough, or be exited from the program.

**Sec. 2.12.2.12. Program Exit**

Student performance in the program shall be monitored. The selection committee may exit a student from the program at any time if the committee determines it is in the student's best interest and his or her educational needs. If a student or parent requests removal from the program, the selection committee shall meet with the parent and student before granting the request.

**Sec. 2.12.2.13. Appeals**

A parent or student may appeal a final decision of the selection committee regarding selection for or removal from the gifted and talented program. Appeals shall first be made to the selection committee. Any subsequent appeals shall be made in accordance with the policy on Parent and Student Complaints, beginning at Level One.

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**Sec. 2.12.3. GIFTED AND TALENTED TEACHERS**

The Superintendent shall ensure that:

1. Prior to assignment in the program, teachers who provide instruction and services that are part of the program for gifted students have a minimum of 30 hours of staff development that includes nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students;
2. Teachers without the required training who provide instruction and services that are part of the gifted and talented program complete the 30-hour training requirement within one semester;
3. Teachers who provide instruction and services that are part of the program receive a minimum of six hours annually of professional development in gifted education; and
4. Administrators and counselors who have authority for program decisions have a minimum of six hours of professional development that includes nature and needs of gifted/talented students and program options.

*19 TAC 89.2.*

**Sec. 2.12.4. PROGRAM EVALUATION**

The gifted and talented program shall be evaluated annually, and evaluation information shall be shared with Board members, administrators, teachers, counselors, students in the gifted and talented program, and the community. Evaluation information shall also be used to modify and update the program.

**Sec. 2.12.5. COMMUNITY AWARENESS**

The Superintendent shall ensure that information about the ILTexas gifted and talented program is available to parents and community members, and that they have an opportunity to develop an understanding of and support for the program.

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**Sec. 2.13.1. COURSE REQUIREMENTS**

To graduate, a student must complete the courses required by **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** in addition to those mandated by the state.

**Sec. 2.13.2. STUDENTS ENTERING GRADE 9 IN THE 2014–2015 SCHOOL YEAR**

**Sec. 2.13.2.1. Foundation High School Program**

To receive a high school diploma, a student entering grade 9 in the 2014–2015 school year and thereafter must complete:

1. Requirements of the foundation high school program under 19 TAC 74.12 (see “Foundation High School Program” below);
2. Testing requirements for graduation under 19 TAC Chapter 101; and
3. Demonstrated proficiency, as determined by ILTexas, in delivering clear verbal messages; choosing effective nonverbal behaviors; listening for desired results; applying valid critical-thinking and problem-solving processes; and identifying, analyzing, developing, and evaluating communication skills needed for professional and social success in interpersonal situations, group interactions, and personal and professional presentations.

A student shall enroll in the courses necessary to complete the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement.

*Education Code 28.025(c); 19 TAC 74.11(a), (c).*

**Sec. 2.13.2.2. Foundation High School Program**

A student must earn at least 22 credits to complete the foundation high school program and must demonstrate proficiency in the following core courses:

1. English language arts—4 credits;
2. Mathematics—3 credits;
3. Science—3 credits;
4. Social Studies—3 credits;
5. Languages other than English—2 credits;
6. Physical Education—1 credit;
7. Fine Arts—1 credit; and
8. Elective courses—5 credits.

*19 TAC 74.12.*

**Sec. 2.13.2.3. Endorsements**

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A student shall specify in writing an endorsement the student intends to earn upon entering grade 9. A student may earn any of the following endorsements:

1. Science, technology, engineering, and mathematics (STEM);
2. Business and industry;
3. Public services;
4. Arts and humanities; and
5. Multidisciplinary studies.

ILTexas must make at least one endorsement available to students. If ILTexas offers only one endorsement, its curriculum must offer multidisciplinary studies.

To earn an endorsement a student must demonstrate proficiency in the curriculum requirements for the foundation high school program and, in accordance with 19 TAC 74.13(e), earn:

1. A fourth credit in mathematics;
2. An additional credit in science; and
3. Two additional elective credits.

A course completed as part of the four courses needed to satisfy an endorsement requirement may also satisfy a requirement under the foundation high school program, including an elective requirement. The same course may count as part of the set of four courses for more than one endorsement.

ILTexas shall permit a student to enroll in courses under more than one endorsement before the student's junior year and to choose, at any time, to earn an endorsement other than the endorsement the student previously indicated.

A student must earn at least 26 credits to earn an endorsement, but a student is not entitled to remain enrolled to earn more than 26 credits.

ILTexas may define advanced courses and determine a coherent sequence of courses for an endorsement area, provided that prerequisites in 19 TAC Chapters 110–118, 126, 127, and 130 are followed.

*Education Code 28.025; 19 TAC 74.13.*

#### Sec. 2.13.2.3.1. *Exception*

A student may graduate under the foundation high school program without earning an endorsement if, after the student's sophomore year:

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1. The student and the student’s parent or person standing in parental relation to the student are advised by a school counselor of the specific benefits of graduating from high school with one or more endorsements; and
2. The student’s parent or person standing in parental relation to the student files with a school counselor written permission, on a form adopted by TEA, allowing the student to graduate under the foundation high school program without earning an endorsement.

*19 TAC 74.11(d).***Sec. 2.13.2.4. Distinguished Level of Achievement**

A student may earn a distinguished level of achievement by successfully completing the curriculum requirements for the foundation high school program and the curriculum requirements for at least one endorsement, including four credits in science and four credits in mathematics, including Algebra II. *19 TAC 74.11(e).*

**Sec. 2.13.2.5. Prerequisites**

A student may not be enrolled in a course that has a required prerequisite unless:

1. The student has completed the prerequisite course(s);
2. The student has demonstrated equivalent knowledge as determined by ILTexas; or
3. The student was already enrolled in the course in an out-of-state, an out-of-country, or a Texas nonpublic school and transferred to a Texas public school prior to successfully completing the course.

ILTexas may award credit for a course a student completed without having met the prerequisites if the student completed the course in an out-of-state, an out-of-country, or a Texas nonpublic school where there was not a prerequisite.

*19 TAC 74.11(j), (k).***Sec. 2.13.2.6. College Courses**

Courses offered for dual credit at or in conjunction with an institution of higher education that provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course required for graduation may satisfy graduation requirements, including requirements for required courses, advanced courses, and courses for elective credit as well as requirements for endorsements. *19 TAC 74.11(i).*

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**Sec. 2.13.2.7. Physical Education Substitutions**

To the extent permitted by state rules applicable to the student's graduation program, ILTexas shall award state graduation credit in physical education for participation in approved activities and elective courses.

ILTexas shall award state graduation credit in physical education for appropriate private or commercially sponsored physical activity programs conducted either on or off campus, upon approval by the Commissioner.

A student who is unable to participate in physical activity due to disability or illness may substitute an academic elective credit in English language arts, mathematics, science, social studies or a course that is offered for credit as provided by Education Code 28.002(g-1) for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

1. The student's ARD committee if the student receives special education services;
2. The student's Section 504 Committee, if the student does not receive special education services under Education but is covered by Section 504; or
3. A committee, established by ILTexas, of persons with appropriate knowledge regarding the student if each of the committees described above is inapplicable. This committee must follow the same procedures required of an ARD or a Section 504 Committee.

*Education Code 28.025(b-10)–(b-11); 19 TAC 74.12(b)(6).*

**Sec. 2.13.2.8. Community-Based Fine Arts Programs**

In accordance with local ILTexas policy, the required fine arts credit may be earned through participation in a community-based fine arts program not provided by ILTexas. Such credit may be earned through participation in the community-based fine arts program only if the program meets each of the following requirements:

1. ILTexas must apply to the commissioner for approval of the community-based fine arts program;
2. The Board must certify that the program provides instruction in the essential knowledge and skills for fine arts as defined by 19 TAC Chapter 117, Subchapter C;
3. ILTexas must document student completion of the approved activity;
4. The program must be organized and monitored by appropriately trained instructors;
5. The fine arts program may be provided on or off a school campus and outside the regular school day; and
6. Students may not be dismissed from any part of the regular school day to participate in the community-based fine arts program.

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ILTexas shall require that instructors of the community-based fine arts program provide ILTexas, at its request, the information necessary to obtain the criminal history record information required for school personnel in accordance with 19 TAC Chapter 153, Subchapter DD, if the community-based program is offered on campus.

*Education Code 28.025(b-9); 19 TAC 74.12(b)(7)(B), .1030.*

**Sec. 2.13.2.9. Performance Acknowledgments**

In accordance with the requirements of 19 TAC 74.14, a student may earn a performance acknowledgment on the student's transcript for:

1. Outstanding performance:
  - a. In a dual credit course;
  - b. In bilingualism and biliteracy;
  - c. On a College Board advanced placement test or international baccalaureate examination;
  - d. On an established, valid, reliable, and nationally normreferenced preliminary college preparation assessment instrument used to measure a student's progress toward readiness for college and the workplace;
  - e. On an established, valid, reliable, and nationally normreferenced assessment instrument used by colleges and universities as part of their undergraduate admissions process; or
2. Earning a state-recognized or nationally or internationally recognized business or industry certification or license.

*Education Code 28.025(c-5); 19 TAC 74.14.*

**Sec. 2.13.3. TRANSITION TO FOUNDATION HIGH SCHOOL PROGRAM**

ILTexas shall allow a student who entered grade 9 prior to the 2014–2015 school year to complete the curriculum requirements for high school graduation:

1. By satisfying the requirements in place when the student entered grade 9 for the Minimum, Recommended, or Advanced/ Distinguished Achievement High School Program (see 19 TAC Chapter 74) if the student was participating in the program before the 2014–2015 school year; or
2. Under the foundation high school program by satisfying the requirements adopted by the SBOE, if the student chooses during the 2014–2015 school year to take courses under the program.

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A student who entered grade 9 prior to the 2014–2015 school year may, at any time prior to graduation and upon request, choose to complete the curriculum requirements required for high school graduation under a different program than that selected by the student during the 2014–2015 school year.

*19 TAC 74.1021.*

**Sec. 2.13.4. STUDENTS WHO ENTERED GRADE 9 BEFORE THE 2014–2015 SCHOOL YEAR**

All credit for graduation must be earned no later than grade 12. *19 TAC 74.61(b), .71(b).*

**Sec. 2.13.4.1. Minimum High School Program**

A student entering grade 9 prior to the 2014–2015 school year who does not choose to complete the curriculum requirements for high school graduation under the foundation high school program must enroll in the courses necessary to complete the curriculum requirements for the Recommended High School Program or the Advanced/Distinguished Achievement High School Program, unless the student, the student’s parent or other person standing in parental relation to the student, and a school counselor or school administrator agree in writing signed by each party that the student should be permitted to take courses under the Minimum High School Program, and the student:

1. Is at least 16 years of age;
2. Has completed two credits required for graduation in each subject of the foundation curriculum under Education Code 28.002(a)(1); or
3. Has failed to be promoted to the tenth grade one or more times as determined by ILTexas.

Students enrolled in high school prior to the 2014–2015 school year may graduate under state programs other than the foundation program, including the Minimum Program, the Recommended Program, and the Advanced/Distinguished Achievement Program. The courses required for each of these programs shall be listed in appropriate publications. ILTexas’s credit requirements under these programs are listed below.

**Sec. 2.13.4.1.1. *Students with Disabilities***

If an ARD committee makes decisions that place a student with a disability on a modified curriculum in a subject area, the student will be automatically placed in the Minimum High School Program.

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*Sec. 2.13.4.1.2. Requirements*

A student must earn at least 22 credits to complete the Minimum High School Program. A student who entered grade 9 in the 2007–2008, 2008–2009, 2009–2010, 2010–2011, or 2011–2012 school year must demonstrate proficiency in the program requirements listed at 19 TAC 74.62.

A student who entered grade 9 in the 2012–2013 or 2013–2014 school year must demonstrate proficiency in the program requirements listed at 19 TAC 74.72.

*Education Code 28.025; 19 TAC 74.62, .72.*

ILTexas requires no additional credits for graduation under the Minimum Program beyond the number mandated by the state, even though students who do graduation on the ILTexas graduation plan (see Sec. 2.1.1. GRADUATION REQUIREMENTS) do have additional credits and requirements.

**Sec. 2.13.4.2. Recommended High School Program**

A student who entered grade 9 in the 2007–2008, 2008–2009, 2009–2010, 2010–2011, or 2011–2012 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 TAC 74.63.

A student who entered grade 9 in the 2012–2013 or 2013–2014 school year must earn at least 26 credits to complete the Recommended High School Program. A student must demonstrate proficiency in the program requirements listed at 19 TAC 74.73.

*Education Code 28.025; 19 TAC 74.63, .73.*

**Sec. 2.13.4.3. Advanced/Distinguished Achievement Program**

A student who entered grade 9 in the 2007–2008, 2008–2009, 2009–2010, 2010–2011, or 2011–2012 school year must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 TAC 74.64.

A student who entered grade 9 in the 2012–2013 or 2013–2014 school year must earn at least 26 credits to complete the Advanced/Distinguished Achievement High School Program. A student must demonstrate proficiency in the program requirements listed at 19 TAC 74.74.

*Education Code 28.025; 19 TAC 74.64, .74.*

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ILTexas requires no additional credits for graduation under the Advanced/Distinguished Achievement Program beyond the number mandated by the state.

**Sec. 2.13.4.4. Substitutions**

No substitutions are allowed for high school graduation requirements in the Recommended and Advanced/Distinguished Achievement High School Programs, except as provided by State Board rule. *19 TAC 74.63(d), .64(e), .73(d), .74(e).*

**Sec. 2.13.5. TRANSFERS FROM OUT-OF-STATE OR NONPUBLIC SCHOOLS**

An out-of-state or out-of-country transfer student (including foreign exchange students) or a transfer student from a Texas nonpublic school is eligible to receive a ILTexas diploma, but must complete all applicable high school graduation requirements. Any course credits required for graduation that are not completed before enrollment may be satisfied through credit by examination, correspondence courses, distance learning, or completing the course, according to the provisions of 19 TAC 74.26. *19 TAC 74.51(f), .61(i).*

**Sec. 2.13.6. GRADUATION OF STUDENTS RECEIVING SPECIAL EDUCATION SERVICES****Sec. 2.13.6.1. Definitions**

Modified curriculum and modified content refer to any reduction of the amount or complexity of the required knowledge and skills in 19 Administrative Code Chapters 110–118, 126–128, and 130. Substitutions that are specifically authorized in statute or rule must not be considered modified curriculum or modified content.

Employability and self-help skills are those skills directly related to the preparation of students for employment, including general skills necessary to obtain or retain employment.

**Sec. 2.13.6.2. Summary of Academic Achievement and Evaluation**

All students graduating must be provided with a summary of academic achievement and functional performance as described in 34 C.F.R. 300.305(e)(3). This summary must consider, as appropriate, the views of the parent and student and written recommendations from adult service agencies on how to assist the student in meeting postsecondary goals. An evaluation as required by 34 C.F.R. 300.305(e)(1) (evaluation to determine that the child is no longer a child with a disability), must be included as part of the summary for a student graduating under 19 TAC 89.1070(b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C). Students who participate in graduation ceremonies but who are not graduating under subsections (b)(2)(A), (B), or (C) or (g)(4)(A), (B), or (C) and who will remain in school to complete their education do not have to be evaluated.

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**Sec. 2.13.6.3. Students Entering Grade 9 In or After the 2014-2015 School Year**

A student entering grade 9 in the 2014–2015 school year and thereafter who receives special education services may graduate and be awarded a regular high school diploma if the student meets one of the following conditions:

1. The student has demonstrated mastery of the required state standards (or ILTexas standards if greater) in 19 TAC Chapters 110-118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the foundation high school program applicable to students in general education as well as satisfactory performance on the required state assessments, unless the student’s ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation.
2. The student has demonstrated mastery of the required state standards (or ILTexas standards if greater) in 19 TAC Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the foundation high school program through courses, one or more of which contain modified curriculum that is aligned to the standards applicable to students in general education, as well as satisfactory performance on the required state assessments, unless the student’s ARD committee has determined that satisfactory performance on the required state assessments is not necessary for graduation. The student must also successfully complete the student’s IEP and meet one of the following conditions:
  - a. Consistent with the IEP, the student has obtained fulltime employment, based on the student’s abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of ILTexas.
  - b. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of ILTexas.
  - c. The student has access to services that are not within the legal responsibility of public education or employment or educational options for which the student has been prepared by the academic program.
  - d. The student no longer meets age eligibility requirements.

When a student receives a diploma under item 2(a), (b), or (c), above, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

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*Sec. 2.13.6.3.1. Endorsements*

A student receiving special education services may earn an endorsement if the student:

1. Satisfactorily completes the requirements for graduation under the foundation high school program as well as the additional credit requirements in mathematics, science, and elective courses with or without modified curriculum;
2. Satisfactorily completes the courses required for the endorsement without any modified curriculum; and
3. Performs satisfactorily on the required state assessments.

A student in grade 11 or 12 receiving special education services during the 2014–2015, 2015–2016, or 2016–2017 school year who has taken each of the state assessments required by 19 TAC Chapter 101, Subchapter CC (relating to Commissioner’s Rules Concerning Implementation of the Academic Content Areas Testing Program) or Subchapter DD (relating to Commissioner’s Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments is eligible to receive an endorsement if the student has met the requirements of items 1 and 2 above.

In order for a student receiving special education services to use a course to satisfy both a requirement under the foundation high school program and a requirement for an endorsement, the student must satisfactorily complete the course without any modified curriculum.

**Sec. 2.13.6.4. Students Entering Grade 9 Before the 2014-2015 School Year**

A student receiving special education services who entered grade 9 before the 2014–2015 school year may graduate and be awarded a high school diploma under the foundation high school program if the student’s ARD committee determines that the student should take courses under that program and the student satisfies the requirements of that program. A student transitioning to the Foundation High School Program may earn an endorsement as set out above [see Endorsements, above].

A student receiving special education services in 11th or 12th grade during the 2014–2015, 2015–2016, or 2016–2017 school year who has taken each of the required state assessments but failed to achieve satisfactory performance on no more than two of the assessments may graduate if the student has satisfied all other applicable graduation requirements.

A student receiving special education services who entered grade 9 before the 2014–2015 school year may graduate and be awarded a regular high school diploma if the student meets one of the following conditions:

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1. The student has demonstrated mastery of the required state standards (or ILTexas standards if greater) in 19 TAC Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements for graduation under the Recommend or Advanced/Distinguished Achievement Programs, including satisfactory performance on the required state assessments.
2. The student is in grade 11 or 12 during the 2014–2015, 2015–2016, or 2016–2017 school year and has taken each of the state assessments required by 19 TAC Chapter 101, Subchapter CC (relating to Commissioner’s Rules Concerning Substitute Assessments for Graduation) but failed to achieve satisfactory performance on no more than two of the assessments and has met all other applicable graduation requirements in item 1 above.
3. The student has demonstrated mastery of the required state standards (or ILTexas standards if greater) in 19 TAC Chapters 110–118, 126–128, and 130 and satisfactorily completed credit requirements under the Minimum High School Program, including participation in state assessments. The student’s ARD committee shall determine whether satisfactory performance on the required state assessments is necessary for graduation.
4. The student has demonstrated mastery of the required state or ILTexas standards (whichever is greater) in 19 TAC Chapters 110–119, 126–128, and 130 through courses, one or more of which contain modified content that is aligned to the standards required under the Minimum High School Program as well as the satisfactorily completed credit requirements under the Minimum High School Program, including participation in required state assessments. The student’s ARD committee shall determine whether satisfactory performance on the required state assessments is necessary for graduation. The student must also successfully complete the student’s IEP and meet one of the following conditions consistent with the IEP:
  - a. Consistent with the IEP, the student has obtained full-time employment, based on the student’s abilities and local employment opportunities, in addition to mastering sufficient self-help skills to enable the student to maintain the employment without direct and ongoing educational support of ILTexas;
  - b. Consistent with the IEP, the student has demonstrated mastery of specific employability skills and self-help skills that do not require direct ongoing educational support of ILTexas;
  - c. The student has access to services that are not within the legal responsibility of public education, or employment or educational options for which the student has been prepared by the academic program; or
  - d. The student no longer meets eligibility requirements.

When a student receives a diploma under item 3(a), (b), or (c), above, the ARD committee must determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age eligibility requirements.

*19 TAC 89.1070(b)–(k).*

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**Sec. 2.13.7. GRADUATION OF MILITARY DEPENDENTS****Sec. 2.13.7.1. Course Waiver**

ILTexas shall waive specific courses required for graduation if similar coursework has been satisfactorily completed by a military student in another district or shall provide reasonable justification for denial. Should a waiver not be granted to a student who would qualify to graduate from the sending school, ILTexas shall provide an alternative means of acquiring required coursework so that graduation may occur on time.

**Sec. 2.13.7.2. Transfers During Senior Year**

Should a military student transferring at the beginning or during the student's senior year be ineligible to graduate from ILTexas after all alternatives have been considered, the sending district and ILTexas shall ensure the receipt of a diploma from the sending district, if the student meets the graduation requirements of the sending district.

**Sec. 2.13.7.3. Substitute Passing Standard**

ILTexas may utilize a substitute passing standard adopted by the Commissioner on one or more national norm-referenced achievement tests for purposes of permitting a qualified military dependent to meet that standard as a substitute for completing a specific course otherwise required for graduation. The passing standard is available only for a student who enrolls in a public school in Texas for the first time after completing the ninth grade or who reenrolls in a Texas public school at or above the tenth grade level after an absence of at least two years from Texas public schools. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student for the duration of the student's high school enrollment, regardless of any subsequent revision of the standard.

*Education Code 162.002 art. VII, §§ A, C.*

**Sec. 2.13.8. GRADUATION OF A STUDENT WHO IS HOMELESS OR IN CONSERVATORSHIP OF DFPS**

If an 11th or 12th grade student who is homeless or in the conservatorship of the Department of Family and Protective Services transfers to ILTexas and the student is ineligible to graduate from ILTexas, the public school from which the student transferred shall award a diploma at the student's request, if the student meets the graduation requirements of the school from which the student transferred. "Student who is homeless" has the meaning assigned to the term "homeless children and youths" under 42 U.S.C. Section 11434a. *Education Code 28.025(i).*

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**HOMEBOUND SERVICES**

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**Sec. 2.14.1. GENERAL HOMEBOUND EDUCATION**

In accordance with the TEA’s Student Attendance Accounting Handbook, (SAAH), a student to be confined for a minimum of four weeks to a hospital or homebound for medical reasons specifically documented by a physician licensed to practice in the United States may be eligible for general homebound education services. A parental request for such services shall be made through the Principal in accordance with the SAAH and administrative procedures.

The Principal or designee shall convene a placement committee composed of at least a campus administrator, a teacher of the student, and the student’s parent or guardian to consider the necessity of providing general education homebound instruction to the student. If the committee determines that such instruction is appropriate, the committee shall determine the type and amount of instruction to be provided and the length of the transition period when the student is able to return to the regular educational setting, based on current medical information.

**Sec. 2.14.2. SPECIAL EDUCATION STUDENTS**

A student’s admission, review, and dismissal committee shall determine the type and amount of instruction to be provided to special education students and, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

**Sec. 2.14.3. DOCUMENTATION OF SERVICES**

**INTERNATIONAL LEADERSHIP OF TEXAS** shall maintain full documentation regarding students receiving homebound services in accordance with administrative procedures.

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**Sec. 2.15.1. ESSENTIAL KNOWLEDGE AND SKILLS**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that the student’s performance indicates the level of mastery of the designated curriculum objectives. The student’s mastery level shall be a major factor in determining the grade for a subject or course.

**Sec. 2.15.2. GUIDELINES FOR GRADING**

The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student’s relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

**Sec. 2.15.3. PROGRESS REPORTING**

Grade reports shall be issued every grading period on a form approved by the Superintendent or designee. ILTexas has three grading periods in the fall (semester 1) and in the spring (semester 2).

Report cards and Interim progress reports are available through Skyward (parent portal).

**Sec. 2.15.4. REPORT OF STUDENT PERFORMANCE TO PARENTS**

ILTexas shall provide a record of the comparisons of student performance made under Education Code 39.034 and provided to ILTexas under Education Code 39.302 in a written notice to the student’s parent or other person standing in parental relationship.

For a student who failed to perform satisfactorily as determined under either performance standard under Education Code 39.0241 on an assessment instrument administered under Education Code 39.023(a), (c), or (l), ILTexas shall include in the notice specific information relating to access to online educational resources at the appropriate assessment instrument content level, including educational resources described by Education Code 32.252(b)(2) and assessment instrument questions and answers released under Education Code 39.023(e).

*Education Code 39.303.*

**Sec. 2.15.5. CONFERENCES**

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Conferences may be requested by a teacher or parent as needed.

**Sec. 2.15.6. ACADEMIC DISHONESTY**

Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the ILTexas Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****MAKE-UP WORK**

PG-2.16

**Sec. 2.16.1. TESTS RETAKES FOR GRADES K-12**

Students who earn a grade below 70 on a test are eligible for a retake (with the exception of district benchmarks and high school semester exams). The student may not earn a grade higher than a 70%. The score recorded on the grade book will be the higher of the two. Tests may be retaken only once. Re-takes must be done within 10 instructional days.

**Sec. 2.16.2. LATE WORK FOR GRADES 3 – 5**

All assignments are expected to be turned in on time. If assignments are turned in late, the grade will be affected by the following adjustments:

- On the 1st day of class that the assignment is due, the student will be able to earn a maximum grade of 100%.
- On the 2nd day of class, the student will be able to earn a maximum grade of 90%.
- On the 3rd day of class, the student will be able to earn a maximum grade of 70%.

**Sec. 2.16.3. LATE WORK FOR GRADES 6 – 12**

All assignments are expected to be turned in on time. Students who turn in assignments one class period or more after the due date will earn a maximum grade of 70%. Additionally, students who turn in work two or more days after the due date may face further discipline consequences (see details below). Students who attend after-school tutoring or Saturday tutoring may be able to earn grades above the minimum (based on campus principal and instructor discretion).

- On time: Maximum grade of 100%
- One Class Period Late: Maximum grade of 70%

**Sec. 2.16.4. EAGLE ACADEMY**

Failure is not an option at ILTexas, and our objective is to ensure that every student demonstrates “Mastery of the Material.” Students are expected to complete and to turn in their homework or other assignments when they are due. For students in grades 4 and higher, failure to turn in homework will result in the student being required to stay at school that day to complete the assignment. Parents will be contacted by School Messenger that the student will be staying that day to complete the assignment. The details of each campus Eagle Academy will be determined at the campus level by the Campus Principal.

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**PREKINDERGARTEN PROGRAM**

PG-2.17

**Sec. 2.17.1. TUITION-FREE PROGRAM**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** does not offer a Pre-Kindergarten program.

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****READING ASSESSMENTS**

PG-2.18

**Sec. 2.18.1. SELECTION OF READING INSTRUMENTS**

The Commissioner shall adopt a list of reading instruments that **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may use to diagnose student reading development and comprehension. ILTexas may adopt a list of reading instruments for use in addition to the reading instruments on the Commissioner’s list. Each reading instrument adopted must be based on scientific research concerning reading skills development and reading comprehension. A list of adopted reading instruments must provide for diagnosing the reading development and comprehension of students participating in a bilingual education or special language program. *Education Code 28.006(b)*.

**Sec. 2.18.2. STUDENT READING ASSESSMENTS****Sec. 2.18.2.1. Kindergarten–Second Grade**

ILTexas shall administer, at the kindergarten and first and second grade levels, a reading instrument on the list adopted by the Commissioner or by ILTexas. The reading instrument shall be administered in accordance with the Commissioner’s recommendations. *Education Code 28.006(c)*.

**Sec. 2.18.2.2. Seventh Grade**

During the first six weeks of the school year, ILTexas shall administer the reading instrument specified by the Commissioner to each student in seventh grade whose performance on the sixth-grade state reading assessment in reading did not meet the passing standard. The ARD committee for each student who was administered a modified state assessment in reading may determine if the diagnostic assessment is appropriate for use with that student. *Education Code 28.006(c–1); 19 TAC 101.6001(a)*.

A seventh-grade student who does not have a score for the statewide reading assessment in grade six may be given an equivalent comprehension assessment. If that student does not meet the passing standard, then the student must be administered the diagnostic reading assessment selected by the Commissioner. *19 TAC 101.6001(b)*.

ILTexas must use the Texas Middle School Fluency Assessment and/or an alternate diagnostic reading instrument. ILTexas must submit an alternate diagnostic reading instrument to the TEA for approval. An alternate diagnostic reading instrument must:

1. Be based on published scientific research in reading;
2. Be age and grade-level appropriate, valid, and reliable;
3. Identify specific skill difficulties in word analysis, fluency, and comprehension; and

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**READING ASSESSMENTS**

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4. Assist the teacher in making individualized instructional decisions based on the assessment results.

*19 TAC 101.6001(c), (d).*

**Sec. 2.18.3. SUPERINTENDENT REPORTS**

The Superintendent shall:

1. Report the results of the reading instruments to the Commissioner and the Board;
2. Report, in writing, to a student's parent or guardian the student's results on the reading instrument; and
3. Report each student's raw score on the reading instrument to the TEA using the school readiness certification system.

*Education Code 28.006(d).*

**Sec. 2.18.4. PARENTAL NOTIFICATION**

ILTexas shall notify the parent or guardian of each student in kindergarten or first or second grade who is determined, on the basis of reading instrument results, to be at risk for dyslexia or other reading difficulties. ILTexas shall make a good faith effort to ensure that this notice is provided either in person or by regular mail, and that the notice is clear and easy to understand and is written in English and in the parent or guardian's native language. *Education Code 28.006(g)-(h).*

**Sec. 2.18.5. ACCELERATED READING INSTRUCTION PROGRAM**

ILTexas shall implement an accelerated reading instruction program that provides reading instruction addressing reading deficiencies to students identified as at risk for dyslexia or other reading difficulties, and shall determine the form, content, and timing of that program. The ARD committee of a student who participates in ILTexas's special education program and who does not perform satisfactorily on a reading instrument shall determine the manner in which the student will participate in an accelerated reading instruction program. *Education Code 28.006(g).*

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**POLICY GROUP 2 – INSTRUCTION**

**SPECIAL EDUCATION**

PG-2.19

**Sec. 2.19.1. NONDISCRIMINATION POLICY**

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any service, program, or activity provided or offered by **INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.**. 42 U.S.C. 12132; 29 U.S.C. 794(a); 34 CFR 104.4(a).

**Sec. 2.19.2. FREE APPROPRIATE PUBLIC EDUCATION**

Eligible students with disabilities shall enjoy the right to a free appropriate public education (FAPE), which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. *Education Code 29.003(a)*.

FAPE means special education and related services that:

- 1) Have been provided at public expense, under public supervision and direction, and without charge;
- 2) Meet standards set out by TEA;
- 3) Include an appropriate preschool, elementary school, or secondary school education; and
- 4) Are provided in conformity with the student’s individualized education program (IEP).

*20 U.S.C. 1401(9); 34 CFR 300.13, 300.17, 300.36.*

**Sec. 2.19.3. LEAST RESTRICTIVE ENVIRONMENT**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall ensure that, to the maximum extent possible, children with disabilities shall be educated with children who are not disabled. Special classes, special schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the child’s disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. *20 U.S.C. 1412(a)(5); 34 CFR 300.114(a)(2)*.

**Sec. 2.19.4. DISCIPLINE**

All disciplinary actions regarding students with disabilities shall be determined in accordance with applicable federal regulations, Education Code Chapter 37, and 19 Administrative Code 89.1053. *19 TAC 89.1050(g)*.

**Sec. 2.19.5. INSTRUCTIONAL ARRANGEMENTS AND SETTINGS**

Instructional arrangements and settings shall be based on the individual needs and IEPs of eligible students receiving special education services. Instructional arrangements and settings include:

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1. Mainstream: services provided in the regular classroom in accordance with the student's IEP;
2. Homebound: services provided at home or hospital bedside;
3. Hospital class: services provided in a classroom, hospital facility, or residential care and treatment facility not operated by ILTexas;
4. Speech therapy: speech therapy services provided, whether in a regular education classroom or other setting;
5. Resource room/services: services provided in a setting other than the regular classroom for less than 50% of the regular school day;
6. Self-contained (mild, moderate, or severe) regular campus: services provided to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus;
7. Off home campus: services provided in an interdistrict program, through ILTexas personnel in a non-ILTexas facility, or at a ILTexas campus that provides only special education and related services.
8. Nonpublic day school: services provided through a contractual agreement with a nonpublic school;
9. Vocational adjustment class/program: services provided to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP;
10. Residential care and treatment facility (not ILTexas resident): services provided to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of ILTexas;
11. State supported living center: services provided to a student who resides at a state supported living center when the services are provided at the state supported living center location;  
or
12. Other program options, including contracts with other districts and programs approved by TEA.

19 TAC 89.63(c), (f).

**Sec. 2.19.6. SHARED SERVICES ARRANGEMENT**

ILTexas may enter into a written contract to jointly operate its special education programs. The contract must be approved by the Commissioner of Education. *Education Code 29.007*.

**Sec. 2.19.7. RELATED SERVICES**

“Related services” means transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education, including the early identification and assessment of disabling conditions in children.

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The term includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a FAPE as described in the child's IEP, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that medical services shall be for diagnostic and evaluation purposes only.

The term does not include a medical device that is surgically implanted, the optimization of the device's functioning, or the replacement of such device. *20 U.S.C. 1401(26); 34 CFR 300.34.*

**Sec. 2.19.7.1. Transportation**

ILTexas shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP. *19 TAC 89.1096(e).*

**Sec. 2.19.7.2. Extended School-Year Services**

ILTexas shall ensure that extended school-year (ESY) services are available as necessary to provide a student with a disability with a FAPE. ESY services must be provided only if the ARD committee determines, on an individual basis, that the services are necessary for a FAPE. ILTexas may not limit ESY services to particular categories of disability or unilaterally limit the type, amount, or duration of ESY services. *34 CFR 300.106; 19 TAC 89.1065.*

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****SPECIAL PROGRAMS: DYSLEXIA AND RELATED DISORDERS**

PG-2.20

**Sec. 2.20.1. DYSLEXIA AND RELATED DISORDERS**

The Board shall ensure that procedures for identifying and providing appropriate instructional services to students for dyslexia and related disorders are implemented by **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)**. These procedures shall be implemented in accordance with the State Board of Education’s *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*.

**Sec. 2.20.2. IDENTIFICATION AND TESTING**

Screening should be done only by individuals or professionals who are trained to assess students for dyslexia and related disorders.

Before an identification or assessment procedure is used selectively with an individual student, ILTexas must notify the student’s parent or guardian or another person standing in parental relation to the student.

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. The program must include a screening at the end of each school year for all kindergarten and first-grade students.

**Sec. 2.20.3. TREATMENT**

ILTexas shall provide each identified student access at his or her campus to instructional programs and to the services of a teacher trained in dyslexia and related services. ILTexas may, with the approval of each student’s parents or guardians, offer additional services at a centralized location, so long as such centralized services do not preclude each student from receiving services at his or her campus.

**Sec. 2.20.3.1. Reading Program**

ILTexas shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by each school and/or campus planning committee shall include these instructional strategies.

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**Sec. 2.20.3.2. Reassessment**

Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until ILTexas reevaluates the information obtained from previous testing of the student.

**Sec. 2.20.4. PARENTAL NOTIFICATIONS**

ILTexas shall inform parents and guardians of students eligible under Section 504 Of all services and options available to the student under that law.

**Sec. 2.20.5. PARENT EDUCATION PROGRAM**

ILTexas shall develop and provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include:

- Awareness of characteristics of dyslexia and related disorders;
- Information on testing and diagnosis of dyslexia;
- Information on effective strategies for teaching dyslexic students; and
- Awareness of information on modification, especially modifications allowed on standardized testing.

*Education Code 38.003; 19 TAC 74.28.*

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**Sec. 2.21.1. CHILD FIND**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall ensure that all children residing within the ILTexas boundaries who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

*20 U.S.C. 1412(a)(3)(A); 34 CFR 300.111(a)(1)(i), (c).*

**Sec. 2.21.1.1. Private School Students**

ILTexas shall conduct a timely and meaningful consultation with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools within the ILTexas boundaries.

ILTexas shall undertake activities similar to those undertaken for public school children and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending the public schools within the ILTexas boundaries. *20 U.S.C. 1412(a)(10)(A)(ii)–(iv).*

**Sec. 2.21.1.2. Preschool Students**

ILTexas shall develop a system to notify residents within the ILTexas boundaries with children who are at least three and younger than six and who are eligible for enrollment in a special education program of the availability of such programs. *Education Code 29.009.*

**Sec. 2.21.2. REFERRAL**

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. *20 U.S.C. 1414(a)(1)(E).*

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of ILTexas’s overall general education referral or screening system. Either a parent, TEA, another state agency, or ILTexas may initiate a request for an initial evaluation.

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**Sec. 2.21.2.1. Obligation to Refer**

Before referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students. If a student continues to experience difficulty in the general classroom after the provision of interventions, ILTexas personnel must refer the student for a full and individual initial evaluation.

**Sec. 2.21.2.2. Parent Request**

If a parent submits a written request for a full individual and initial evaluation of a student, ILTexas shall, not later than the 15th school day after the date ILTexas receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 CFR 300.503, a copy of the procedural safeguards notice required by 34 CFR 300.504, and an opportunity to give written consent for the evaluation; or
2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR 300.503, and a copy of the procedural safeguards notice required by 34 CFR 300.504.

*20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301; 19 TAC 89.1011(a), (b); Education Code 29.004(c).*

**Sec. 2.21.3. NOTICE OF RIGHTS**

ILTexas shall provide written notice to a student's parent or guardian within a reasonable time before proposing or refusing to initiate the identification, evaluation, or educational placement of a student or the provision of a FAPE. *20 U.S.C. 1415(b)(3); 34 CFR 300.503(a).*

**Sec. 2.21.4. INITIAL EVALUATION**

ILTexas shall conduct a full and individual initial evaluation before the initial provision of special education and related services. *20 U.S.C. 1414(a)(1)(A).*

**Sec. 2.21.4.1. Consent for Initial Evaluation**

ILTexas shall make reasonable efforts to obtain informed parental consent before conducting an initial evaluation.

If the parent does not provide consent for an initial evaluation or fails to respond to a request to provide consent, ILTexas may, but is not required to, pursue the initial evaluation by utilizing due process procedures, except to the extent inconsistent with state law relating to such parental consent.

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Parental consent to initial evaluation shall not be construed as consent for placement for special education and related services. *20 U.S.C. 1414(a)(1)(D)(i)(1); 34 CFR 300.300.*

**Sec. 2.21.4.2. Wards of the State**

If the child is a ward of the state and is not residing with the child's parent, ILTexas shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. ILTexas cannot discover the whereabouts of the parent, despite reasonable efforts to do so;
2. The rights of the parent have been terminated; or
3. The rights of the parent to make educational decisions have been subrogated and an individual appointed by a judge to represent the student has given consent for an initial evaluation.

*20 U.S.C. 1414(a)(1)(D)(iii); 34 CFR 300.300(a)(2).*

**Sec. 2.21.4.3. Completion of Written Report**

ILTexas must complete the written report of a full individual and initial evaluation:

1. Not later than the 45th school day following the date on which ILTexas receives written consent for the evaluation from the student's parent. If a student has been absent from school during that period on three or more school days, the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent; or
2. For students under five years of age by September 1 of the school year and not enrolled in public school and for students enrolled in a private or homeschool setting, not later than the 45th school day following the date on which ILTexas receives written consent for the evaluation from the student's parent.

If ILTexas receives written consent for the evaluation from the student's parent at least 35 but less than 45 school days before the last instructional day of the school year, the written report of a full individual and initial evaluation of a student must be provided to the student's parent not later than June 30 of that year.

If ILTexas receives written consent signed by a student's parent less than 35 school days before the last instructional day of the school year or if ILTexas receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, the report must be completed not later than the 45th school day following the date ILTexas received written consent, except that the period must be extended by a number of school days equal to the number of school days during that period on which the student has been absent.

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A student is considered absent for the school day if the student is not in attendance at the official ILTexas attendance taking time or at the alternate attendance taking time set for that student. A student is considered in attendance if the student is off campus participating in an activity that is approved by the Board and is under the direction of a professional staff member of ILTexas or an adjunct staff member who has a minimum of a bachelor's degree and is eligible for participation in the Teacher Retirement System of Texas.

“School day” does not include a day that falls after the last instructional day of the spring school term and before the first instructional day of the subsequent fall school term.

These time frames shall not apply if the parent repeatedly fails or refuses to produce the child for the evaluation.

**Sec. 2.21.4.4. Transfer Students**

ILTexas shall ensure that evaluations of children who transfer from one public school to another in the same academic year are coordinated with the children’s prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations.

If a student was in the process of being evaluated for special education eligibility by another public school and enrolls in ILTexas before the previous school completed the full individual and initial evaluation, ILTexas must coordinate with the previous school as necessary and as expeditiously as possible to ensure a prompt completion of the evaluation in accordance with 34 C.F.R. 300.301(d)(2) and (e) and 300.304(c)(5).

The time lines above do not apply in such a situation if:

1. The new school is making sufficient progress to ensure a prompt completion of the evaluation; and
2. The parent and the new school agree to a specific time when the evaluation will be completed.

*20 U.S.C. 1414(a)(1)(C), (b)(3)(D); 34 C.F.R. 300.301(c)–(e); Education Code 29.004; 19 TAC 89.1011.*

**Sec. 2.21.5. PSYCHOLOGICAL EXAMS**

If ILTexas determines that an additional examination or test is required for the evaluation, ILTexas shall provide the information required by Education Code 29.0041(a) and shall obtain parental consent. If a parent does not give consent within 20 calendar days after the School provides the information, the parent’s consent is considered denied.

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The time required for ILTexas to provide information and seek consent may not be counted toward the timeframe for completion of an evaluation. *Education Code 29.0041.*

**Sec. 2.21.6. ELIGIBILITY AND REEVALUATIONS**

A student is eligible to participate in ILTexas’s special education program if:

1. The student is between the ages of 3 and 21, inclusive;
2. The student has one or more of the disabilities listed in federal regulations, state law, or both; and
3. The student’s disability(ies) prevents the student from being adequately or safely education in the public schools without the provision of special services.

*20 U.S.C. 1401(3); Education Code 29.003(b); 19 TAC 89.1035, .1040.*

**Sec. 2.21.6.1. Determination of Initial Eligibility**

Upon completion of the administration of assessments and other evaluation measures, a team of qualified professionals and the parent shall make the determination of whether the child has a disability and of the educational needs of the child.

ILTexas shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. *20 U.S.C. 1414(b)(4)(B); 34 CFR 300.306(a).*

The admission, review, and dismissal (“ARD”) committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program (“IEP”) and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

When a report is provided to a parent not later than June 30 as described at Timeframe for Completion of Written Report, above, the ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, an evaluation indicates that a student will need ESY services, the ARD committee must meet as expeditiously as possible. *19 TAC 89.1011(d), (e)(4).*

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**Sec. 2.21.6.2. Consent: Initial Provision of Services**

ILTexas must obtain informed consent from the parent for the initial provision of special education and related services. If the parent of a child fails to respond to a request for, or refuses to consent to, the initial provision of services, ILTexas:

1. May not use the procedures in 34 CFR part 300 subpart E (including the mediation and due process procedures) in order to obtain agreement or a ruling that the services may be provided to the child;
2. Will not be considered to be in violation of the requirement to make FAPE available to the child for the failure to provide the services for which ILTexas requests consent; and
3. Is not required to convene an ARD meeting or develop an IEP for the child for the services.

**Sec. 2.21.6.3. Consent: Revoking Consent**

If, at any time after the provision of initial services, the parent of a child revokes consent in writing for the continued provision of services, ILTexas:

1. May not continue to provide services to the child, but must provide prior written notice before ceasing services;
2. May not use the procedures in 34 CFR part 300 subpart E in order to obtain agreement or a ruling that the services may be provided to the child;
3. Will not be considered to be in violation of the requirement to make FAPE available to the child because of the failure to provide the child with further services; and
4. Is not required to convene an ARD meeting or develop an IEP for further provision of services.

*34 CFR 300.300(b).*

**Sec. 2.21.6.4. Reevaluations**

ILTexas shall ensure that each child with a disability is reevaluated if ILTexas determines that the educational or related services needs of the child, including improved academic achievement and functional performance, warrant a reevaluation, or if the child's parent or teacher requests a reevaluation.

Reevaluation shall occur:

1. No more than once a year, unless the parent and ILTexas agree otherwise; and
2. At least once every three years, unless the parent and ILTexas agree that a reevaluation is unnecessary.

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ILTexas shall obtain informed parental consent before conducting a reevaluation, except that informed parental consent is not needed if ILTexas can demonstrate that it has taken reasonable measures to obtain consent and the child's parent has failed to respond. *20 U.S.C. 1414(a)(2), (c)(3); 34 CFR 300.303.*

**Sec. 2.21.6.5. Evaluation for Change in Eligibility**

ILTexas shall evaluate a child before determining that the child is no longer a child with a disability. However, an evaluation is not required before the termination of eligibility due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for FAPE under state law; a summary of academic achievement and functional performance must be provided in these circumstances. *20 U.S.C. 1414(c)(5); 34 CFR 300.305(e); 19 TAC 89.1070(g).*

**Sec. 2.21.6.6. Independent Evaluation**

Parents have a right to obtain an independent educational evaluation of their child. Upon such a request, ILTexas shall provide the parents with information regarding where one can be obtained and ILTexas's criteria for independent evaluations.

*Sec. 2.21.6.6.1. At Public Expense*

If a parent requests an independent evaluation at public expense, ILTexas shall, without unnecessary delay, either:

1. File a due process complaint to request a hearing to show that its evaluation is appropriate; or
2. Ensure that an independent evaluation is provided at public expense, unless ILTexas demonstrates that the evaluation obtained by the parent did not meet ILTexas's criteria for independent evaluations.

*Sec. 2.21.6.6.2. At Private Expense*

If ILTexas initiates a hearing, and the final decision is that ILTexas's evaluation is appropriate, the parent still has a right to an independent evaluation, but not at public expense. If the parent obtains an independent evaluation at private expense, ILTexas shall consider the results of the evaluation, if it meets ILTexas's criteria, in any decision made with respect to providing FAPE to the child. *34 CFR 300.502.*

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**Sec. 2.21.7. REQUIRING PRESCRIPTION MEDICATION**

ILTexas employees are prohibited from requiring a child to obtain a prescription for a substance covered under the federal Controlled Substances Act (21 U.S.C. 801 et seq.) as a condition of attending school, receiving an evaluation for special education, or receiving special education and related services.

ILTexas employees are not prohibited from consulting or sharing classroom-based observations with parents regarding a student's academic and functional performance, behavior in the classroom or school, or the need for evaluation for special education or related services. *20 U.S.C. 1412(a)(25)*.

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**Sec. 2.22.1. PROCEDURAL SAFEGUARDS**

The Superintendent or designee shall establish and maintain procedures to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education (FAPE). *20 U.S.C. 1415(a)–(b)*.

These procedures shall include:

1. An opportunity for the parents to review all education records and to participate in meetings relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. *34 CFR 300.501*.
2. An opportunity for the parents to obtain an independent educational evaluation of the child. *34 CFR 300.502*.
3. Assignment of an individual to act as a surrogate for the parent when no parent can be identified, **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** cannot locate the parents, or the child is a ward of the state. *34 CFR 300.519*.
4. Prior written notice to the parents whenever ILTexas proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. *34 CFR 300.503*.
5. Procedures to allow parties to resolve disputes through a mediation process. *34 CFR 300.506*.
6. An opportunity for any party to file a due process complaint on any matter relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. *34 CFR 300.507*.
7. Procedures that require either party, or the attorney representing a party, to provide to the other party a due process complaint (which shall remain confidential). *34 CFR 300.508*.

**Sec. 2.22.2. CONSENT**

Consent means that:

1. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
2. The parent understands and agrees in writing to the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
3. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. A revocation of consent is not retroactive.

If the parent revokes consent in writing for his or her child’s receipt of services after the child is initially provided special education and related services, ILTexas is not required to amend the

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child's education records to remove any references to the child's receipt of services because of the revocation of consent.

*34 CFR 300.9.*

**Sec. 2.22.3. LANGUAGE OF NOTICES**

The procedural safeguards and prior notices described below must be written in language understandable to the general public. The notice must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. *34 CFR 300.503(c), 300.504(d).*

**Sec. 2.22.3.1. Electronic Delivery of Notices**

A parent may of a child with a disability may elect to receive required notices by electronic mail, if ILTexas makes that option available. *34 CFR 300.505.*

**Sec. 2.22.3.2. Notice of Procedural Safeguards**

ILTexas shall provide a copy of the procedural safeguards to parents only once per year, except that a copy also shall be given to the parents:

1. Upon initial referral or parental request for evaluation;
2. Upon receipt of the first state complaint and upon receipt of the first due process complaint in a school year;
3. On the date of a decision to make a disciplinary removal that is a change in placement; and
4. Upon request by a parent.

ILTexas may also place a current copy of the procedural safeguards notice on its Internet Web site.

**Sec. 2.22.3.3. Contents of Notice**

The notice shall include a full explanation of the procedural safeguards relating to:

1. Independent educational evaluations;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;
5. Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
  - a. The time period in which to file a complaint,
  - b. The opportunity for ILTexas to resolve the complaint; and

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- c. The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
6. The availability of mediation;
7. The child's placement during pendency of any due process proceedings;
8. Procedures for children who are subject to placement in an interim alternative educational setting;
9. Requirements for unilateral placement by parents of children in private schools at public expense;
10. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
11. Civil actions, including the time period in which to file such actions; and
12. Attorneys' fees.

*20 U.S.C. 1415(a)–(b), (d); 34 CFR 300.504(c).*

**Sec. 2.22.4. PRIOR NOTICE AND CONSENT**

ILTexas shall provide prior written notice to the parents within a reasonable time before the school proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of a child or the provision of a FAPE to the child. *34 CFR 300.503(a).*

Notice must be provided to the parent in the parent's native language or other mode of communication at least five school days before ILTexas proposes or refuses the action, unless the parent agrees to a shorter time frame. *19 TAC 89.1015.*

**Sec. 2.22.4.1. Contents of Notice**

The notice must include:

1. A description of the action proposed or refused by ILTexas;
2. An explanation of why ILTexas proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report ILTexas used as a basis for the proposed or refused action;
4. A statement that the parents have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the IDEA rules;
6. A description of other options the ARD committee considered and the reasons why those options were rejected; and

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7. A description of other factors relevant to ILTexas's proposal or refusal.

*34 CFR 300.503(b).*

**Sec. 2.22.4.2. Consent to Initial Evaluation**

Before ILTexas conducts an initial evaluation, it shall provide prior written notice, including a description of any evaluation ILTexas proposes to conduct, and obtain informed consent for the evaluation from the parents. *20 U.S.C. 1414(a)(1)(D), (E); 34 CFR 300.304(a).*

**Sec. 2.22.4.3. Consent to Services**

ILTexas shall seek informed consent from the parent before providing special education and related services to a child. *20 U.S.C. 1414(a)(1)(D).*

**Sec. 2.22.4.4. Consent to Reevaluation**

ILTexas shall obtain informed parental consent before conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if ILTexas can demonstrate that it has taken reasonable measures to obtain such consent and the parent has failed to respond. *20 U.S.C. 1414(c)(3).*

**Sec. 2.22.4.5. Psychological Examinations and Tests**

On request of a child's parent, before obtaining the parent's consent for the administration of any psychological examination or test to the child as part of the evaluation of the child's need for special education, ILTexas shall provide to the child's parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate IEP for the child.

If ILTexas determines that an additional examination or test is required for the evaluation of a child's need for special education, ILTexas shall provide the information above to the parent regarding the additional examination or test and shall obtain additional consent for the examination of test. *Education Code 29.0041(a), (b).*

**Sec. 2.22.5. DISPUTE RESOLUTION**

The possible options for resolving disputes that arise between a parent and ILTexas relating to the identification, evaluation, or educational placement of or the provision of FAPE to a student with a disability include, but are not limited to:

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1. ARD committee meetings, including IEP facilitation if offered by ILTexas, under 19 TAC 89.1196;
2. Meetings or conferences with the student’s teachers;
3. Meetings or conferences, subject to ILTexas policies, with the principal, special education director, Superintendent, or Board;
4. Requesting state IEP facilitation in accordance with 19 TAC 89.1197;
5. Requesting mediation through TEA in accordance with 19 TAC 89.1193;
6. Filing a complaint with TEA in accordance with 19 TAC 89.1195; or
7. Requesting a due process hearing through TEA in accordance with 19 TAC 89.1151–.1191.

*19 TAC 89.1150.*

**Sec. 2.22.6. DUE PROCESS COMPLAINT**

Whenever a due process complaint has been received by ILTexas, the parent shall have an opportunity for an impartial due process hearing, which shall be conducted by TEA.

**Sec. 2.22.6.1. Time Limit**

A due process complaint must set forth an alleged violation that occurred not more than one year before the date the parent or ILTexas knew or should have known about the alleged action that forms the basis of the complaint. *20 U.S.C. 1415(f)(1)(A); 19 TAC 89.1151(c).*

**Sec. 2.22.6.2. Exception**

This timeline shall not apply if the parent was prevented from requesting a hearing due to:

1. A specific misrepresentation by ILTexas that it had resolved the problem forming the basis of the complaint; or
2. ILTexas’s withholding of information from the parent that ILTexas was required by the IDEA to provide.

*20 U.S.C. 1415(f)(3)(D); 34 CFR 300.511(f).*

**Sec. 2.22.6.3. “Stay Put”**

During the pendency of any proceeding conducted under IDEA part B (except proceedings to challenge a disciplinary change of placement or manifestation determination), the child shall remain in the then-current educational placement unless ILTexas and the parent agree otherwise. If the child is applying for initial admission to a public school, the child shall, with the consent of

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the parents, be placed in the public school program until all proceedings have been completed. *20 U.S.C. 1415(j); 34 CFR 300.518, 300.533.*

**Sec. 2.22.6.4. Exception**

When a due process hearing has been requested by a parent or ILTexas concerning a disciplinary change of placement or manifestation determination, the child shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the child’s assignment to the alternative setting, or the 45-day timeline, if applicable, whichever occurs first, unless the parent and ILTexas agree otherwise. *20 U.S.C. 1415(k)(3)(A), 1415(k)(4)(A); 34 CFR 300.533.*

**Sec. 2.22.6.5. Resolution Process**

Within 15 days of receiving notice of a parent’s due process complaint, and before initiating a due process hearing, ILTexas shall convene a meeting with the parent and the relevant member or members of the ARD committee. The purpose of the meeting is for the parent to discuss the due process complaint and the facts that form the basis of the due process complaint, so that ILTexas has the opportunity to resolve the dispute.

The meeting need not be held if the parent and ILTexas agree in writing to waive the meeting, or the parent and ILTexas agree to use the mediation process.

If ILTexas has not resolved the due process complaint to the satisfaction of the parent within 30 days of the receipt of the complaint, the due process hearing may occur. If ILTexas is unable to obtain the participation of the parent in the resolution meeting after reasonable efforts have been made, ILTexas may, at the conclusion of the 30-day period, request that a hearing officer dismiss the parent’s due process complaint. *34 CFR 300.510.*

**Sec. 2.22.7. TRANSFER OF RIGHTS TO ADULT STUDENTS**

When a student reaches the age of 18, ILTexas shall notify the student and the parents of the transfer of parental rights. This notice is separate and distinct from the requirement that, beginning at least one year before the student reaches the age of 18, the student’s IEP include a statement regarding transfer of parental rights.

A student with a disability who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Chapter 31, Family Code, shall have the same right to make educational decisions as a student without a disability. All other rights accorded to parents under Chapter 29, Subchapter A of the Education Code or 20 U.S.C. 1415 transfer to the student. *34 CFR 300.520; Education Code 29.017(a)–(b); 19 TAC 89.1049(c).*

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**Sec. 2.23.1. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)**

The language proficiency assessment committee (“LPAC”) shall select the appropriate assessment option for English language learners, as defined by Education Code Chapter 29, Subchapter B, as a student of limited English proficiency (LEP), in accordance with 19 TAC 101.1005. The LPAC assessment decisions must be made on an individual student basis in accordance with administrative procedures established by TEA.

The LPAC shall document in the student’s permanent record file:

1. The decisions and justifications related to English language proficiency assessments under 19 TAC 101.1003;
2. The decisions and justifications related to selecting the appropriate assessment option under 19 TAC 101.1005;
3. In conjunction with the admission, review, and dismissal (ARD) committee, the need for allowable testing accommodations under 19 TAC 101.1003 and .1005; and
4. The reason for a postponement under 19 TAC 101.1023.

*19 TAC 101.1003(b), (c), .1005(a), (c), .1023.*

**Sec. 2.23.2. DEFINITIONS**

“Recent unschooled immigrant” means an immigrant who initially enrolled in a school in the United States not more than 12 months before the date of the administration of an assessment and who, as a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum determined by the LPAC. *Education Code 39.027(g).*

“Unschooled asylee or refugee” means a student who:

1. Initially enrolled in a school in the United States as
  - a. An asylee as defined by 45 C.F.R. 400.41; or
  - b. A refugee as defined by 8 U.S.C. 1101;
2. Has a visa issued by the U.S. Department of State with a Form I-94 Arrival/Departure record, or a successor document, issued by the U.S. Citizenship and Immigration Services that is stamped with “Asylee,” “Refugee,” or “Asylum”; and
3. As a result of inadequate schooling outside of the United States, lacks the necessary foundation in the essential knowledge and skills of the curriculum prescribed under Education Code 28.002, as determined by the LPAC established under Education Code 29.063.

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*Education Code 39.027(a-1); 19 TAC 101.1005(c).*

“Inadequate schooling outside the United States” is defined as little or no formal schooling outside the United States such that the asylee or refugee lacks basic literacy in his or her primary language upon enrollment in school in the United States. *19 TAC 101.1005(d).*

**Sec. 2.23.3. ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS**

In kindergarten through grade 12, an English language learner (ELL), as defined by Education Code, Chapter 29, Subchapter B as a student of limited English proficiency, shall be administered state-identified English language proficiency assessments annually in listening, speaking, reading, and writing to fulfill state requirements under Education Code, Chapter 39, Subchapter B, and applicable federal requirements. *19 TAC 101.1003(a).*

**Sec. 2.23.4. LIMITATIONS ON EXEMPTIONS**

**Sec. 2.23.4.1. First Year after Enrollment**

A LEP student may be administered an accommodated or alternative assessment instrument or may be granted an exemption from or a postponement of the administration of the state assessment for up to one year after initial enrollment in a school in the United States if the student has not demonstrated proficiency in English as determined by the assessment system developed to evaluate academic progress of a LEP student. *Education Code 39.027(a)(1).*

**Sec. 2.23.4.2. Subsequent Years**

A LEP student granted the initial exemption period above may be administered an accommodated or alternative assessment instrument or may be granted an exemption from or a postponement of the administration of the state assessment for up to:

1. An additional two years if the student is a recent unschooled immigrant or is in a grade for which no assessment instrument in the primary language of the student is available; or
2. An additional four years if the student’s initial enrollment in a school in the United States was as an unschooled asylee or refugee.

The LPAC must determine that the student lacks the academic language proficiency in English necessary for an assessment in English to measure the student’s academic progress in a valid, reliable manner.

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**Sec. 2.23.4.3. Minimum Days for Enrollment**

Regardless of the date on which the student initially enrolled in a school in the United States, unless a student is enrolled in a school in the United States for a period of at least 60 consecutive days during a year, the student may not be considered to be enrolled in a school in the United States for that year for the purpose of determining a number of years under Education Code 39.027(a)(1), (2), or (3).

*Education Code 39.027(a)(1)–(2), (a-1), (a-2), (g).*

**Sec. 2.23.5. TESTING IN GRADES 3–8**

An ELL shall participate in the grades 3–8 assessments and, except as provided below, shall be administered the general form of the English-version state assessment.

**Sec. 2.23.5.1. Spanish-Version Assessment**

A Spanish-speaking ELL in grades 3–5 may be administered the state’s Spanish-version assessment if an assessment in Spanish will provide the most appropriate measure of the student’s academic progress.

**Sec. 2.23.5.2. Linguistically Accommodated Assessments**

An ELL in grade 3 or higher may be administered the linguistically accommodated English version of the state’s mathematics, science, or social studies assessment if:

1. A Spanish-version assessment does not exist or is not the most appropriate measure of the student’s academic progress;
2. The student has not yet demonstrated English language proficiency in reading as determined by the English language proficiency assessments required above; and
3. The student has been enrolled in U.S. schools for three school years or less or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less.

**Sec. 2.23.5.3. Exemption for Asylee or Refugee**

An unschooled asylee or refugee who meets the criteria discussed above shall be granted an exemption from an administration of an assessment instrument under Education Code 39.023(a), (b), or (l). This exemption will only apply during the school year an unschooled asylee or refugee is first enrolled in a U.S. public school.

*19 TAC 101.1005(b), (c).*

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**Sec. 2.23.5.4. Refusal of Services**

An ELL whose parent or guardian has declined bilingual education/ESL services is not eligible for special assessment, accommodation, or accountability provisions made available to ELLs on the basis of limited English proficiency. *19 TAC 101.1005(f)*.

**Sec. 2.23.6. END-OF-COURSE ASSESSMENTS**

An ELL shall participate in the end-of-course assessments as required by Education Code 39.023(c) and, except as provided below, shall be administered the general form of the English-version state assessment. *19 TAC 101.1005(b)*.

An ELL shall not be exempt from taking an end-of-course assessment for reasons associated with limited English proficiency or inadequate schooling outside the United States, except as provided below.

**Sec. 2.23.6.1. Exception**

If an ELL enrolled in English I or English for Speakers of Other Languages I has not yet demonstrated English language proficiency in reading as determined by the English language proficiency assessments required above and has been enrolled in U.S. schools for three school years or less, or qualifies as an unschooled asylee or refugee enrolled in U.S. schools for five school years or less, then he or she shall not be required to retake the applicable English I assessment in which the student is enrolled each time it is administered if the student passes the course but fails to achieve the passing standard on the assessment.

*19 TAC 101.1007(a), (b)*.

**Sec. 2.23.7. EXIT-LEVEL ASSESSMENTS**

Provisions related to exit-level assessments shall apply only to students first enrolled in grade 9 or higher prior to the 2011–2012 school year, or first enrolled in grade 10 or higher in the 2011–2012 school year. *19 TAC 101.1021*.

**Sec. 2.23.7.1. Postponement**

ELLs are not eligible for an exemption from exit-level testing requirements for graduation on the basis of limited English proficiency. However, ELLs who are recent immigrants may be granted a postponement of the administration of the exit-level assessment during their first 12 months of enrollment in U.S. schools. A postponement is not permitted if a student would otherwise not be

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afforded the opportunity to take the exit-level assessments at least one time before the student's scheduled graduation date. The LPAC shall document the reason for the postponement in the student's permanent record file. *19 TAC 101.1023.*

**Sec. 2.23.8. NON-LEP STUDENTS**

**INTERNATIONAL LEADERSHIP OF TEXAS** may administer the assessment of academic skills in Spanish to a student who is not identified as LEP but who participates in a bilingual program if the LPAC determines the assessment in Spanish to be the most appropriate measure of the student's academic progress. *19 TAC 101.1005(g).*

**Sec. 2.23.9. SPECIAL EDUCATION**

For each ELL who receives special education services, the student's ARD committee in conjunction with the student's LPAC shall select the appropriate assessments.

**Sec. 2.23.9.1. Selecting Assessments**

The ARD committee shall document the decisions and justifications in the student's individualized education program (IEP). *19 TAC 101.1005(a).*

**Sec. 2.23.9.2. English Language Proficiency Tests**

In rare cases, the ARD committee in conjunction with the LPAC may determine that it is not appropriate for an ELL who receives special education services to participate in an English language proficiency assessment required above for reasons associated with the student's particular disability. The ARD committee shall document the decisions and justifications in the student's IEP, and the LPAC shall document the decisions and justifications in the student's permanent record file. *19 TAC 101.1003(b).*

In the case of an ELL learner who receives special education services, the ARD committee in conjunction with the LPAC shall determine and document the need for allowable testing accommodations in accordance with administrative procedures established by TEA. *19 TAC 101.1003(c).*

**Sec. 2.23.9.3. Alternative Assessment Instruments**

In certain cases, an ELL who receives special education services may, as a result of his or her particular disabling condition, qualify to be administered an alternative assessment instrument based on alternative achievement standards. *19 TAC 101.1005(b).*

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An unschooled asylee or refugee who meets these criteria shall be granted an exemption from an administration of an assessment instrument under Education Code 39.023(a), (b), or (l). This exemption will only apply during the school year an unschooled asylee or refugee is first enrolled in a U.S. public school. *19 TAC 101.1005(c)*.

**Sec. 2.23.9.4. Testing Accommodations**

The LPAC in conjunction with the ARD committee shall determine and document any allowable testing accommodations for assessments in accordance with administrative procedures established by TEA. *19 TAC 101.1005(e)*.

**Sec. 2.23.10. GRADE ADVANCEMENT REQUIREMENTS**

The LPAC shall determine appropriate assessment and accelerated instruction for an ELL who is administered a grade advancement test in English or Spanish, except as provided by 19 TAC 101.1005. The grade placement committee for an ELL shall make its decisions in consultation with a member of the student's LPAC. *19 TAC 101.2003(e)*.

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**Sec. 2.24.1. STUDENT TESTING REQUIREMENTS**

Every student receiving instruction in the essential knowledge and skills shall take the appropriate criterion-referenced assessments, as required by Education Code, Chapter 39, Subchapter B. *Education Code 39.023; 19 TAC 101.5(a).*

Unless exempted by applicable law, a student may not receive a high school diploma until he or she has performed satisfactorily on the end-of-course (“EOC”) assessment instruments required by Education Code, Chapter 39, Subchapter B. *Education Code 39.025(a); 19 TAC 101.4001.*

**Sec. 2.24.2. LIMITED ENGLISH PROFICIENT STUDENTS**

In grades 3–12, a limited English proficient (“LEP”) student, as defined by Education Code Chapter 29, Subchapter B, shall participate in the state assessment in accordance with Commissioner’s rules at 19 TAC Chapter 101, Subchapter AA. *Education Code 39.023(l), (m).*

**Sec. 2.24.3. SPECIAL EDUCATION**

The student’s ARD committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma. *Education Code 39.025(a-4).*

**Sec. 2.24.4. MILITARY DEPENDENTS**

If a student is a military dependent, **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall accept:

1. Exit or end-of-course exams required for graduation from the sending state;
2. National norm-referenced achievement tests; or
3. Alternative testing, in lieu of testing requirements for graduation in the receiving state.

In the event the above alternatives cannot be accommodated for a military dependent transferring in his or her senior year, then a Commissioner’s substitute passing standard shall apply.

**Sec. 2.24.4.1. Substitute Passing Standard**

A substitute passing standard adopted by the Commissioner may be applied only for a qualified military dependent who enrolls in a Texas public school in this state for the first time after completing the ninth grade or who reenrolls in a Texas public school at or above the tenth grade level after an absence of at least two years from Texas public schools. Each passing standard in effect when a student first enrolls in a Texas public high school remains applicable to the student

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for the duration of the student’s high school enrollment, regardless of any subsequent revision of the standard.

*Education Code 162.002 art. VII, §§ B–C.*

**Sec. 2.24.5. ADMINISTRATION OF TESTS**

ILTexas shall follow the test administration procedures established by the TEA in the applicable test administration materials. The Superintendent shall be responsible for administering tests. *19 TAC 101.25, 101.27.*

**Sec. 2.24.5.1. Testing Schedule**

The Commissioner shall specify the schedule for testing that is in compliance with Education Code 39.023(c-3)(1) and (2), and supports reliable and valid assessments. Participation in University Interscholastic League (UIL) area, regional, or state competitions is prohibited on any days on which testing is scheduled between Monday and Thursday of the school week in which the primary administration of assessment instruments occurs. The Commissioner may provide alternate dates for the administration of tests required for a high school diploma to students who are migratory children and who are out of the state. *19 TAC 101.25.*

**Sec. 2.24.5.2. Alternate Test Dates**

ILTexas or a campus may request from the Commissioner an alternate test date. Alternate test dates will only be allowed if ILTexas or campus is closed on the day on which testing is scheduled or if there is an exceptional circumstance, defined below, that may affect ILTexas’s or campus’ ability to administer an assessment or the students’ performance on an assessment.

“Exceptional circumstances” include:

1. Inclement weather or natural disasters that would cause ILTexas or campus to be closed or that would cause a small percentage of students to be in attendance on the day testing is scheduled;
2. Health epidemics that result in a large number of students being absent on the day of testing;
3. Death of a student or school official that may impact student performance; and
4. Sudden emergencies that occur on the day of testing or shortly before testing that may inhibit students from completing the assessments, such as a fire on campus, a bomb threat, an extended power outage, or a water main break.

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If an alternate test date for primary test administration is approved, the Commissioner may prohibit ILTexas or campus from participating in UIL competition on the new test date if that is determined to be in the best interest of ILTexas, campus, and students.

*19 TAC 101.5003.*

**Sec. 2.24.6. NOTICE TO STUDENTS AND PARENTS**

The Superintendent shall be responsible for providing written notice to each student and the student's parent or guardian of:

**Sec. 2.24.6.1. Grade Advancement Testing**

The testing requirements for grade advancement and the dates, times, and locations of testing. Notice of testing requirements shall be provided no later than the beginning of the student's kindergarten year, for students attending kindergarten in ILTexas, and no later than the beginning of the student's first-grade year for all other students. The Superintendent shall also provide such notice for students in grades 1–8 who are new to ILTexas.

**Sec. 2.24.6.2. Graduation Testing**

The testing requirements for graduation and the dates, times, and locations of testing. Notice of testing requirements shall be provided no later than the beginning of the student's seventh-grade year. The Superintendent shall also provide such notice for students in grades 7–12 who are new to ILTexas. Notice of the dates, times, and locations of testing shall be provided to each student who will take the tests and to out-of-school individuals.

*19 TAC 101.3012.*

**Sec. 2.24.7. TESTING IN GRADES 3–8**

Unless otherwise excepted by law, all students shall be assessed in:

1. Mathematics, annually in grades 3–7 without the aid of technology and in grade 8 with the aid of technology on any assessment instrument that includes algebra;
2. Reading, annually in grades 3–8;
3. Writing, including spelling and grammar, in grades 4 and 7;
4. Social studies in grade 8;
5. Science in grades 5 and 8; and
6. Any other subject and grade required by federal law.

*Education Code 39.023(a).*

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**Sec. 2.24.7.1. Exception**

Except as required for purposes of federal accountability, a student shall not be administered a grade-level assessment if the student:

1. Is enrolled in a course or subject intended for students above the student's enrolled grade level and will be administered a grade-level assessment instrument developed under the list above that aligns with the curriculum for that course or subject within the same content area; or
2. Is enrolled in a course for high school credit in a subject intended for students above the student's enrolled grade level and will be administered an EOC assessment instrument that aligns with the curriculum for that course or subject within the same content area.

A student is only eligible to take an assessment instrument intended for use above the student's enrolled grade if the student is receiving instruction in the entire curriculum for that subject.

A student in grade 5 or 8 described above may not be denied promotion on the basis of failure to perform satisfactorily on an assessment instrument above the student's grade level.

*Education Code 28.0211(p), 39.023(a-2); 19 TAC 101.3011.*

**Sec. 2.24.7.2. Testing Accommodations**

Testing accommodations are permitted for any student unless they would make a particular test invalid. Decisions regarding testing accommodations shall take into consideration the needs of the student and the accommodations the student routinely receives in classroom instruction. Permissible testing accommodations shall be described in the appropriate test administration materials.

The committee established to determine the placement of students with dyslexia or related disorders shall determine whether any allowable modification is necessary in administering an assessment to such a student.

For a student receiving special education services, the ARD committee shall determine the allowable accommodations and shall document them in the student's IEP.

*19 TAC 101.3013; Education Code 39.023(a)-(c), (n); 34 CFR 300.320(a)(6).*

**Sec. 2.24.8. END-OF-COURSE ASSESSMENTS**

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Beginning with students first enrolled in grade 9 in the 2011–2012 school year, a student enrolled in a course for which an EOC assessment exists as required by Education 39.023(c) shall take the appropriate assessment. *19 TAC 101.3021(a).*

**Sec. 2.24.8.1. Students Enrolled Below High School Level**

Beginning in the 2011–12 school year, a student in grade 8 or lower who takes a high school course for credit is required to take the applicable EOC assessment. The EOC assessment result shall be applied toward the student’s assessment graduation requirements, as specified in 19 TAC 101.3022. *19 TAC 101.3021(d).*

**Sec. 2.24.8.2. Assessment Requirements for Graduation**

A student must meet satisfactory performance on an EOC assessment listed in Education Code 39.023(c) only for a course in which the student is enrolled and for which an EOC assessment instrument is administered in order to be eligible to receive a Texas diploma.

*Sec. 2.24.8.2.1. Exceptions: English I or English II*

A student who was administered separate reading and writing EOC assessments under Education Code 39.023(c), for the English I or English II course has met that course’s assessment graduation requirement if the student has:

1. Achieved satisfactory performance on either the reading or writing EOC assessment for that course;
2. Met at least the minimum score on the other EOC assessment for that course; and
3. Achieved an overall scale score of 3750 or greater when the scale scores for reading and writing are combined for that course.

Exceptions related to English I also apply to English language learners who meet the criteria in 19 TAC 101.1007.

*Sec. 2.24.8.2.2. Exceptions: Credits Earned Prior to Enrollment*

If a student earned high school credit for a course with an EOC assessment prior to enrollment in a Texas public school and the credit has been accepted by a Texas public school, or a student completed a course for Texas high school credit in a course with an EOC assessment prior to the 2011–2012 spring administration, the student is not required to take the corresponding EOC assessment.

*19 TAC 101.3021(e), .3022.*

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**Sec. 2.24.8.3. Substitute Assessments**

A student may use certain assessments as substitute assessments in place of an EOC assessment, to meet the student’s assessment graduation requirements in accordance with the Commissioner’s chart at 19 TAC 101.4002(b). An approved substitute assessment may be used in place of only one specific EOC assessment.

A student is eligible to use a substitute assessment if the student meets all eligibility criteria listed in 19 TAC 101.4002(c)-(d).

A student electing to substitute an assessment for graduation purposes must still take the required EOC assessment if the student does not meet the eligibility requirements above.

A student who fails to perform satisfactorily on the PSAT or the ACT-PLAN as indicated in the chart at 19 TAC 101.4002(b) must take the appropriate EOC assessment to meet the assessment graduation requirements for that subject.

*Sec. 2.24.8.3.1. Verification of Results*

An eligible student is responsible for providing ILTexas an official copy of the student’s scores from the substitute assessment. Upon receipt of official results of an approved substitute assessment, ILTexas must:

1. Verify the student’s score on the substitute assessment; and
2. Determine whether the student met the performance standard required to qualify for a public high school diploma in Texas as established by the Commissioner.

*19 TAC 101.4002, .4005.*

**Sec. 2.24.8.4. Satisfactory Performance**

A student is required to achieve a scale score that indicates satisfactory performance, as determined by the Commissioner, on each EOC assessment instrument administered to the student. *Education Code 39.025(a).*

**Sec. 2.24.8.5. Individual Graduation Committee**

A student in grade 11 or 12 who has failed to comply with the EOC assessment instrument performance requirements under Education Code 39.025 for not more than two courses may qualify to graduate on the basis of a review by an individual graduation committee (“IGC”).

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Starting with the 2014–2015 school year, a student who has taken but failed to achieve the EOC assessment graduation requirements for no more than two courses may receive a Texas high school diploma if the student has qualified to graduate by means of an IGC under Education Code 28.0258.

A student may not graduate under an IGC if the student did not take each required EOC assessment or an approved substitute assessment for each course in which the student was enrolled in a Texas public school for which there is an EOC assessment. ILTexas shall determine whether the student took each required EOC assessment or an approved substitute assessment. Under this provision, a student who does not make an attempt to take all required EOC assessments may not qualify to graduate by means of an IGC.

*Sec. 2.24.8.5.1. English Language Learners*

A student who is an English language learner (“ELL”) and qualifies for the English I special provision in 19 TAC 101.1007 may graduate without an IGC if the student achieves satisfactory performance on the remaining EOC assessments that the student is required to take.

The qualifying ELL becomes eligible for IGC review by failing to achieve satisfactory performance on the English I EOC assessment and one other EOC assessment or by failing to achieve satisfactory performance on no more than two of the remaining EOC assessments if the student achieved satisfactory performance on the English I EOC assessment.

If a qualifying ELL does graduate by means of an IGC, the student is required to complete IGC requirements for each course in which the student did not achieve satisfactory performance on the EOC assessment for that course.

*Sec. 2.24.8.5.2. Retakes*

Notwithstanding any action taken by a student’s IGC, ILTexas must provide a student an opportunity to retake an EOC assessment under Education Code 39.023(c) if the student has not previously achieved satisfactory performance on an assessment for that course. A student is not required to retake a course in order to be administered a retest of an EOC assessment.

*Sec. 2.24.8.5.3. Application and Expiration*

This provision only applies to a student classified by ILTexas as an 11th or 12th grade student in the 2014–2015 school year and thereafter. A student may graduate by means of an IGC if the student has qualified for an IGC under Education Code 28.0258.

*Education Code 28.0258, 39.025(a-2); 19 TAC 101.3022(e).*

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**Sec. 2.24.8.6. Special Education**

A student receiving special education services is not subject to the IGC requirements in Education Code 28.0258. As provided in 19 TAC 89.1070 (relating to Graduation Requirements) and 19 TAC 101.3023 (relating to Participation and Graduation Assessment Requirements for Students Receiving Special Education Services), a student's ARD committee determines whether a student is required to achieve satisfactory performance on an EOC assessment to graduate.

A student dismissed from a special education program who achieved satisfactory performance on an alternate EOC assessment while enrolled in a special education program is not required to take and achieve satisfactory performance on the general EOC assessment to graduate. A student who took an EOC assessment while enrolled in a special education program is not required to retake and achieve satisfactory performance on the EOC assessment if the student's ARD committee determined that the student was not required to achieve satisfactory performance on the EOC assessment to graduate. A student dismissed from a special education program must achieve satisfactory performance on any remaining EOC assessments that the student is required to take. If the student fails to achieve satisfactory performance on no more than two of the remaining EOC assessments, the student is eligible for IGC review under Education Code 28.0258 and is subject to the IGC provisions above. *19 TAC 101.3022(f)*.

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a Texas high school diploma. A student's ARD committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation.

Beginning with the 2011–2012 school year, all grades 9–12 students with significant cognitive disabilities who are assessed with an alternate assessment as specified in the student's IEP will be assessed using alternate versions of EOC assessments as listed in 19 TAC 101.3011(b)(2).

A student who is receiving special education services and who is first enrolled in grade 9 or below in the 2011–2012 school year shall be administered an EOC assessment instrument upon completion of the corresponding course as required by the student's IEP. *19 TAC 101.3023*.

**Sec. 2.24.8.7. Credit by Examination**

An EOC assessment administered under Education Code 39.023(c) cannot be used for purposes of credit by examination under 19 TAC 74.24. *19 TAC 101.3021(c)*.

**Sec. 2.24.8.8. Additional State Assessments**

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TEA may adopt EOC assessment instruments for courses not listed in statute, as described above. A student’s performance on these EOC assessment instruments is not subject to the performance requirements established for the statutory assessments. *Education Code 39.023(c-2)*.

**Sec. 2.24.8.9. Retakes**

Each time an EOC assessment instrument is administered, a student who failed to achieve a score requirement may retake the assessment instrument. A student is not required to retake a course as a condition of retaking an EOC assessment instrument. If a student failed a course but achieved satisfactory performance on the applicable EOC assessment, that student is not required to retake the assessment if the student is required to retake the course. *Education Code 39.025(b); 19 TAC 101.3021(f), .3022(d)*.

**Sec. 2.24.9. REPORTING RESULTS**

**Sec. 2.24.9.1. Public Reports**

Overall student performance data, aggregated by ethnicity, sex, grade level, subject area, campus, and district, shall be made available to the public, with appropriate interpretations, at regularly scheduled meetings of the Board, after receipt from TEA. The information shall not contain the names of individual students or teachers. *Education Code 39.030(b)*.

**Sec. 2.24.9.2. Reports to the Board**

The Superintendent shall accurately report all test results, with appropriate interpretations, to the Board according to the schedule in the applicable test administration materials.

**Sec. 2.24.9.3. Reports to Students, Parents, and Teachers**

ILTexas shall notify each of its students, his or her parent or guardian, and his or her teacher for that subject of test results, observing confidentiality requirements stated at “Confidentiality,” below. All test results shall be included in each student’s academic achievement record and shall be furnished for each student transferring to another district or school. Upon receipt of the assessment results from the test contractor, ILTexas shall disclose a student’s assessment results to a student’s teacher in the same subject area as the assessment for that school year. *19 TAC 101.3014*.

The TEA has adopted a series of questions to be included in an end-of-course assessment instrument administered under Education Code 39.023(c) to be used for purposes of identifying students who are likely to succeed in an advanced high school course. ILTexas shall notify a student who performs at a high level on the questions and the student’s parent or guardian of the student’s performance and potential to succeed in an advanced high school course. ILTexas may

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not require a student to perform at a particular level on the questions to be eligible to enroll in an advanced high school course. *Education Code 39.0233(b)*.

**Sec. 2.24.9.4. Parent’s Right-to-Know Under ESSA**

As a condition of receiving assistance under Title I, Part A of the Elementary and Secondary Education Act (ESEA) (20 U.S.C. 6301 et seq.), ILTexas shall provide to each individual parent of a child who is a student in such school, with respect to such student information on the level of achievement and academic growth of the student, if applicable and available, on each of the state academic assessments required under Part A. *20 U.S.C. 6312(e)(1)(B)(i)*.

**Sec. 2.24.10. OUT-OF-STATE TRANSFERS**

ILTexas shall accurately report to TEA whether that student transferred into ILTexas from out of state during the current school year. Procedures for the reporting of out-of-state-transfer students to TEA shall be established in the applicable test administration materials. ILTexas shall follow procedures specified in those test administration materials.

The assessment results of the out-of-state transfer students shall be reported separately to ILTexas from the results of its other students in addition to the current reporting of assessment results for all students and other student subsets.

*19 TAC 101.3014.*

**Sec. 2.24.11. ACCELERATED INSTRUCTION**

Each time a student fails to perform satisfactorily on an assessment instrument administered under Education Code 39.023(a) in the third, fourth, fifth, sixth, seventh, or eighth grade, ILTexas shall provide to the student accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations. *Education Code 28.0211(a-1)*.

ILTexas shall provide each student who fails to perform satisfactorily on an EOC assessment instrument with accelerated instruction in the subject assessed by the assessment instrument. *Education Code 39.025(b-1)*.

**Sec. 2.24.12. SECURITY OF TESTS**

To ensure that each assessment instrument is reliable and valid and meets applicable federal requirements for measurement of student progress, ILTexas must comply with all of the applicable requirements specified in the test administration materials, which include general testing program information, requirements for ensuring test security and confidentiality described in the annual

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Test Security Supplement, procedures for test administration, responsibilities of personnel involved in test administration, and procedures for materials control.

Test coordinators and administrators must receive all applicable training as required in the test administration materials, and ILTexas must maintain records related to the security of assessment instruments for a minimum of five years. *19 TAC 101.3031.*

**Sec. 2.24.12.1. Confidentiality**

The contents of each test booklet and answer document are confidential in accordance with state and federal law. Additionally, individual student performance results are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974. *Education Code 39.030(b).*

**Sec. 2.24.12.2. Penalties**

Violation of security or confidential integrity of any test shall be prohibited. A person who engages in prohibited conduct may be subject to sanction of credentials.

Procedures for maintaining the security and confidential integrity of a test are specified in the appropriate test administration materials. Conduct that violates the security and confidential integrity of a test is defined as any departure from the test administration procedures established by the Commissioner. Conduct of this nature may include the following acts and omissions:

1. Viewing a test before, during, or after an assessment unless specifically authorized to do so;
2. Duplicating secure examination materials;
3. Disclosing the contents of any portion of a secure test;
4. Providing, suggesting, or indicating to an examinee a response or answer to a secure test item or prompt;
5. Changing or altering a response or answer of an examinee to a secure test item or prompt;
6. Aiding or assisting an examinee with a response or answer to a secure test item or prompt;
7. Encouraging or assisting an individual to engage in the conduct described in the items listed above; or
8. Failing to report to an appropriate authority that an individual has engaged in conduct outlined in the items listed above.

Any person who violates, assists in the violation of, or solicits another to violate or assist in the violation of test security or confidential integrity, and any person who fails to report such a violation are subject to the following penalties:

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1. Placement of restrictions on the issuance, renewal, or holding of a Texas teacher certificate, either indefinitely or for a set term;
2. Issuance of an inscribed or non-inscribed reprimand;
3. Suspension of a Texas teacher certificate for a set term; or
4. Revocation or cancellation of a Texas teacher certificate without opportunity for reapplication for a set term or permanently.

Release or disclosure of confidential test content could result in criminal prosecution under Education Code 39.0303, Government Code 552.352, and Penal Code 37.10. The State Board for Educator Certification may take any of the above actions based on satisfactory evidence that an educator has failed to cooperate with TEA in an investigation.

Any irregularities in test security or confidential integrity may also result in the invalidation of student results.

The Superintendent shall develop procedures to ensure the security and confidential integrity of the tests and shall be responsible for notifying the TEA in writing of conduct that violates the security or confidential integrity of a test. Failure to report can subject the person responsible to the applicable penalties specified above.

*19 TAC 101.3031(b)(2), 249.15.*

**Sec. 2.24.12.3. Minimize Disruptions**

In implementing the Commissioner's procedures for the administration of assessment instruments adopted or developed under Education Code 39.023, including procedures designed to ensure the security of the assessment, ILTexas shall minimize disruptions to school operations and the classroom environment. *Education Code 39.0301(a-1).*

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**Sec. 2.25.1. TEXAS VIRTUAL SCHOOL NETWORK**

The Texas Virtual School Network (“TxVSN”) is a state-led initiative for online learning authorized by Education Code Chapter 30A. The TxVSN is a partnership network administered by TEA in coordination with regional education service centers (ESCs), Texas public school districts and charter schools, institutions of higher education, and other eligible entities. *19 TAC 70.1001(4)*.

**Sec. 2.25.2. PROHIBITION ON REQUIRED ENROLLMENT**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall not require a student to enroll in an electronic course. *Education Code 30A.107(d)*.

**Sec. 2.25.3. STUDENT ELIGIBILITY**

A student is eligible to enroll in a course provided through the TxVSN only if the student:

1. On September 1 of the school year is younger than 21 years of age or younger than 26 years of age and entitled to the benefits of the Foundation School Program under Education Code 42.003 on September 1 of the school year;
2. Has not graduated from high school; and
3. Is otherwise eligible to enroll in a Texas public school.

A student is eligible to enroll full-time in courses provided through the TxVSN only if the student:

1. Was enrolled in a Texas public school in the preceding school year; or
2. Has been placed in substitute care in Texas, regardless of whether the student was enrolled in a Texas public school in the preceding school year.

**Sec. 2.25.3.1. Exception for Military Dependents**

A student is eligible to enroll in one or more courses provided through the TxVSN or enroll full-time in courses provided through the network if the student:

1. Is a dependent of a member of the United States military;
2. Was previously enrolled in high school in Texas; and
3. Does not reside in this state due to a military deployment or transfer.

*Education Code 30A.002.*

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**Sec. 2.25.3.2. Enrolled Students**

A student who is enrolled in ILTexas as a full-time student may take one or more electronic courses through the TxVSN. *Education Code 30A.107(b)*.

**Sec. 2.25.3.3. Unenrolled Students**

A student who resides in Texas but is not enrolled in ILTexas as a full-time student may, subject to Education Code 30A.155, enroll in electronic courses through the TxVSN. The student:

1. May not in any semester enroll in more than two electronic courses offered through the TxVSN;
2. Is not considered to be a public school student;
3. Must obtain access to a course provided through the network through the school district or open-enrollment charter school attendance zone in which the student resides;
4. Is not entitled to enroll in a course offered by a school district or open-enrollment charter school other than an electronic course provided through the network; and
5. Is not entitled to any right, privilege, activities, or services available to a student enrolled in a public school, other than the right to receive the appropriate unit of credit for completing an electronic course.

Education Code 30A.107(c).

**Sec. 2.25.4. STUDENT PARTICIPATION IN THE TxVSN**

The Superintendent or designee shall establish procedures for students to enroll in courses provided by the TxVSN.

Enrollment in courses through the TxVSN shall not be subject to limitations ILTexas may impose for other distance learning courses.

**Sec. 2.25.5. NOTICE**

At the time and in the manner that ILTexas informs students and parents about courses that are offered in ILTexas's traditional classroom setting, ILTexas shall notify parents and students of the option to enroll in an electronic course offered through the TxVSN.

**Sec. 2.25.5.1. Requests to Enroll**

Except as provided below, ILTexas may not deny the request of a parent of a full-time student to enroll the student in an electronic course offered through the TxVSN.

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ILTexas may deny a request to enroll a student in an electronic course if:

1. A student attempts to enroll in a course load that is inconsistent with the student’s high school graduation plan or requirements for college admission or earning an industry certification;
2. The student requests permission to enroll in an electronic course at a time that is not consistent with the enrollment period established by the course provider; or
3. ILTexas offers a substantially similar course.

The course provider shall make all reasonable efforts to accommodate the enrollment of a student in the course under special circumstances.

If a parent of a student requests permission to enroll the student in a TxVSN course, ILTexas has discretion to select a course provider approved by TEA for the course in which the student will enroll based on factors including the informed choice report required by Education Code 30A.108(b).

**Sec. 2.25.5.2. Appeals**

A parent may appeal to the Commissioner ILTexas’s decision to deny a request to enroll a student in an electronic course offered through the TxVSN. The Commissioner’s decision is final and may not be appealed. *Education Code 26.0031, 30A.007.*

**Sec. 2.25.5.3. Students with Disabilities**

The determination of whether or not an electronic course will meet the needs of a student with a disability shall be made by the student’s admission, review, and dismissal (“ARD”) committee in a manner consistent with state and federal law, including the Individuals with Disabilities Education Act and Section 504, Rehabilitation Act of 1973. *Education Code 30A.007(b).*

**Sec. 2.25.6. STUDENT ASSESSMENT**

All Texas public school students enrolled in the TxVSN are required to take the statewide assessments as required in Education Code 39.023. The administration of the assessment instrument to the student enrolled in the electronic course must be supervised by a proctor.

ILTexas shall report to the Commissioner through the Public Education Information Management System (“PEIMS”) the results of assessment instruments administered to students enrolled in an electronic course offered through the TxVSN separately from the results of assessment instruments administered to other students. *Education Code 30A.110.*

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**Sec. 2.25.7. FEES**

ILTexas may charge a fee for enrollment in an electronic course provided through the TxVSN to a student who resides in Texas and:

1. Is enrolled in a school district or open-enrollment charter school as a full-time student with a course load greater than that normally taken by students in the equivalent grade level in other public schools; or
2. Elects to enroll in a TxVSN course for which ILTexas declines to pay the cost as authorized by Education Code 26.0031(c-1).

ILTexas may charge a fee for enrollment in an electronic course provided through the TxVSN during the summer.

ILTexas shall charge a fee for enrollment in an electronic course provided through the TxVSN to a student who resides in Texas and is not enrolled in a school district or open-enrollment charter school as a full-time student.

A TxVSN course cost may not exceed the lesser of the cost of providing the course or \$400.

If ILTexas is not the provider school, ILTexas may charge a student enrolled in ILTexas a nominal fee, not to exceed the amount specified by the Commissioner, if the student enrolls in an electronic course provided through the TxVSN that exceeds the course load normally taken by students in the equivalent grade level. Education Code 30A.155.

ILTexas may decline to pay the course costs for a student who chooses to enroll in more than three year-long electronic courses, or the equivalent, during any school year. This does not limit the ability of the student to enroll in additional electronic courses offered through the TxVSN at the student's expense.

ILTexas, if it is not the course provider, may charge a student enrolled in ILTexas a nominal fee, not to exceed \$50, if the student enrolls in a TxVSN course that exceeds the course load normally taken by students in the equivalent grade level.

*Education Code 30A.155(a)–(c-1).*

**Sec. 2.25.8. PROVISION OF COMPUTER EQUIPMENT AND INTERNET SERVICE**

This policy does not:

1. Require ILTexas to provide a student with home computer equipment or Internet access for a course provided through the TxVSN; or

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2. Prohibit ILTexas from providing a student with home computer equipment or Internet access for a course provided through the TxVSN.

*Education Code 30A.003.*

**Sec. 2.25.9. APPLICABILITY**

This policy does not affect the provision of a course to a student while the student is located on the physical premises of ILTexas, unless ILTexas chooses to participate in providing an electronic course or an electronic diagnostic assessment under Education Code Chapter 30A to a student who is located on the physical premises of ILTexas.

This policy does not apply to a virtual course provided by ILTexas only to students enrolled in ILTexas if the course is not provided as part of the TxVSN. *Education Code 30A.004.*

**Sec. 2.25.10. ILTEXAS AS PROVIDER**

ILTexas is eligible to act as a course provider only if ILTexas is rated acceptable under Education Code 39.054. Additionally, ILTexas may serve as a course provider only:

1. To a student within its service area; or
2. To another student in the state:
  - a. Through an agreement with the school district in which the student resides; or
  - b. If the student receives educational services under the supervision of a juvenile probation department, the Texas Youth Commission, or the Texas Department of Criminal Justice, through an agreement with the applicable agency.

*Education Code 30A.101(a).*

**Sec. 2.25.11. CONTRACTS WITH VIRTUAL SCHOOL SERVICE PROVIDERS**

Each contract between ILTexas and an administering authority (as that term is defined by Education Code 30A.001(1)) must:

1. Provide that the administering authority may cancel the contract without penalty if legislative authorization for ILTexas through the TxVSN is revoked; and
2. Be submitted to the Commissioner.

A contract submitted under this provision is public information for purposes of Chapter 552, Government Code. *Education Code 30A.056.*

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**Sec. 2.26.1. LOCAL OPTION**

In addition to the state-administered assessment instruments, **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may adopt and administer criterion-referenced or norm-referenced assessment instruments, or both, at any grade level. Any such locally adopted norm-referenced assessment instrument must be economical, nationally recognized, and state-approved.

For purposes of this Policy, “assessment instrument” means a ILTexas-commissioned achievement test, either nationally normed or criterion-referenced, that is group administered and reported publicly (such as to the Board) in the aggregate.

A company or organization scoring an assessment instrument shall send test results to ILTexas for verification. ILTexas shall have 90 days to verify the accuracy of test data and report the results to the Board.

ILTexas shall follow procedures for test security and confidentiality set forth in 19 TAC Chapter 101, Subchapter C. *Education Code 39.026, 39.032, 19 TAC 101.101.*

**Sec. 2.26.1.1. Preparation for State-Administered Assessments**

In any subject area for which a state assessment is administered, ILTexas may not administer locally required assessments designed to prepare students for state assessments to any student on more than 10% of the instructional days in any school year. A campus-level planning and decision-making committee may limit the administration of locally required assessments to 10% or a lower percentage of the instructional days in any school year. This prohibition does not apply to the administration of college preparation assessments, advanced placement tests, international baccalaureate examinations, or state assessments. *Education Code 39.0262.*

**Sec. 2.26.2. BENCHMARK ASSESSMENT INSTRUMENTS**

“Benchmark assessment instrument” means a ILTexas-required assessment instrument designed to prepare students for a corresponding state-administered assessment instrument.

ILTexas may not administer to any student more than two benchmark assessment instruments to prepare the student for a corresponding state-administered assessment instrument.

This prohibition does not apply to the administration of a college preparation assessment instrument, including the PSAT, the ACTPlan, the SAT, or the ACT, an advanced placement test, an international baccalaureate examination, or an independent classroom examination designed or adopted and administered by a classroom teacher.

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A parent of or person standing in parental relation to a student who has special needs, as determined in accordance with Commissioner rule, may request administration to the student of additional benchmark assessment instruments.

*Education Code 39.0263.*

**Sec. 2.26.3. COLLEGE PREPARATION ASSESSMENTS**

The following policies apply only if the state legislature appropriates funds for the purposes described below.

Each school year, and at state cost, ILTexas shall administer an established, valid, reliable, and nationally norm-referenced preliminary college preparation assessment instrument:

1. To students in the spring of the eighth grade for the purpose of diagnosing the academic strengths and deficiencies of students before entrance into high school; and
2. To students in the tenth grade for the purpose of measuring a student's progress toward readiness for college and the workplace.

High school students, in the spring of the eleventh grade or during the twelfth grade, may select and take once, at state cost, one of the valid, reliable, and nationally norm-referenced assessment instruments used by colleges and universities as part of their undergraduate admissions processes. A high school student is not prohibited from taking a test more than once, at his or her own expense.  
*Education Code 39.0261.*

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS PG-2.27****Sec. 2.27.1. DEFINITIONS**

“Instructional materials” means content that conveys the essential knowledge and skills of a subject in the school curriculum through a medium or a combination of media for conveying information to a student. The term includes a book, supplementary materials, a combination of a book, workbook and supplementary materials, computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, or an electronic medium, or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material, as defined by Education Code 31.1002(1).

“Open-source instructional material” is electronic instructional material that is available for downloading from the Internet at no charge to a student and without requiring the purchase of an unlock code, membership, or other access or use charge, except for a charge to order an optional printed copy of all or part of the instructional material. *Education Code 31.002(1-a)*.

“Technological equipment” is hardware, a device, or equipment necessary for instructional use in the classroom, including to gain access to or enhance the use of electronic instructional materials; or professional use by a classroom teacher. *Education Code 31.002(4)*.

**Sec. 2.27.2. LOCAL SELECTION**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall establish a team, as needed, to select instructional materials and technological equipment to be purchased with ILTexas’s instructional materials allotment. The team shall make selections based upon ILTexas’s instructional needs and in accordance with administrative regulations.

The instructional materials allotment team shall ensure that selected materials, in combination with any other materials in use by ILTexas, allow ILTexas to certify that all students are provided with instructional materials that cover the essential knowledge and skills, as required by law.

The Board shall select instructional materials in an open meeting as required by the Texas Open Meetings Act, including public notice. *19 TAC 66.104(a)*.

**Sec. 2.27.2.1. Notice to SBOE**

Each year, during a period established by the SBOE, the Board shall notify the SBOE of instructional materials selected in accordance with Education Code 31.101. *Education Code 31.101(a)*.

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**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.****BOARD POLICY MANUAL****POLICY GROUP 2 – INSTRUCTION****SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS**

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*Sec. 2.27.2.1.1. Foundation Curriculum*

For subjects in the foundation curriculum, the Board shall notify the SBOE of the instructional materials it selects from the instructional materials list, including the Commissioner’s instructional materials list. *Education Code 31.101(a)(1)*.

*Sec. 2.27.2.1.2. Enrichment Textbooks*

For a subject in the enrichment curriculum, the Board shall notify the SBOE of instructional material it selects from the instructional materials list, including the Commissioner’s instructional materials list, or that it selected materials that do not appear on the list. *Education Code 31.101(a)(2)*.

**Sec. 2.27.2.2. Supplemental Materials**

The Board may select supplemental instructional materials adopted by the SBOE, as set forth at Education Code 31.035. If the Board selects supplemental instructional materials, ILTexas shall certify to TEA that the supplemental instructional materials, in combination with any other instructional materials or supplemental instructional materials used by ILTexas, cover the essential knowledge and skills for the course. *Education Code 31.035(d), (f)*.

**Sec. 2.27.2.3. Open-Source Material**

ILTexas may adopt state-developed open-source instructional material at any time, regardless of the instructional material review and adoption cycle. *Education Code 31.073(c)*.

**Sec. 2.27.2.4. Special Education**

Adopted instructional materials shall be supplied to a student in special education classes as appropriate to the level of the student’s ability and without regard to the grade for which the instructional material is adopted or the grade in which the student is enrolled. *19 TAC 66.104(m)*.

**Sec. 2.27.2.5. Duration of Selection***Sec. 2.27.2.5.1. Listed Materials*

If ILTexas selects subscription-based instructional material on the SBOE instructional materials list or electronic instructional material on the Commissioner’s instructional materials list, ILTexas may cancel the subscription and subscribe to new instructional materials on the SBOE list or electronic instructional material on the Commissioner’s list before the end of the state contract period if:

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1. ILTexas has used the instructional material for at least one school year; and
2. TEA approves the change based on a written request to TEA by ILTexas that specifies the reasons for changing the electronic textbook or instructional material used by ILTexas.

*Education Code 31.101(e).*

*Sec. 2.27.2.5.2. Other Materials*

For instructional material that is not on the instructional materials list, ILTexas must use the instructional material for the period of the review and adoption cycle the SBOE has established for the subject and grade level for which the instruction material is used. *Education Code 31.101(d).*

**Sec. 2.27.3. OWNERSHIP AND DISTRIBUTION OF INSTRUCTIONAL MATERIALS**

Each instructional material purchased by ILTexas is the property of ILTexas. Electronic instructional material purchased by ILTexas is the property of ILTexas only to the extent of any applicable licensing agreement. The Board shall distribute printed instructional material to students in a manner that the Board determines is the most effective and economical. *Education Code 31.102.*

**Sec. 2.27.4. CRIMINAL OFFENSE**

A Board member, administrator, or teacher commits an offense if the person receives any commission or rebate on any instructional materials or technological equipment used in the schools with which the person is associated.

A Board member, administrator, or teacher commits an offense if the person accepts a gift, favor, or service that:

1. Is given to the person or the person's school;
2. Might reasonably tend to influence the person in the selection of instructional material or technological equipment; and
3. Could not be lawfully purchased with funds from the state textbook fund.

“Gift, favor, or service” does not include:

1. Staff development, in-service, or teacher training; or
2. Instructional materials, such as maps or worksheets, that convey information to the student or otherwise contribute to the learning process.

*Education Code 31.152.*

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**SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS**

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**Sec. 2.27.5. REQUESTS FOR SUPPLIES**

Employees should initiate requests for instructional supplies through the Principal.

**Sec. 2.27.6. EMPLOYEE TRAINING**

The Board shall require the employee responsible for ordering instructional materials to complete TEA-developed training in the use of the Instructional Materials Allotment and the use of the instructional materials ordering system. Training shall be completed in accordance with 19 TAC 66.107(d).

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**TITLE I SERVICES**

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**Sec. 2.28.1. RECEIPT OF TITLE I FUNDS**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may receive funds under Title I, Part A only if ILTexas implements programs, activities, and procedures for the involvement of parents in programs assisted under Title I, Part A, consistent with 20 U.S.C. 6318. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. *20 U.S.C. 6318(a)(1)*.

**Sec. 2.28.2. DISTRICT POLICY**

If ILTexas receives Title I, Part A funds, ILTexas shall develop jointly with, agree on with, and distribute to parents of participating children a written parent involvement policy. The policy shall be incorporated into a school plan developed under 20 U.S.C. 6312, establish ILTexas’s expectations for parent involvement, and explain how ILTexas will:

1. Involve parents and family members in jointly developing the district plan, and the development of support and improvement plans under paragraphs (1) and (2) of section 6311(d);
2. Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within ILTexas in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
3. Coordinate and integrate parent and family engagement strategies under Title I, Part A with parent and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs;
4. Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under Title I, Part, A, including identifying:
  - a. Barriers to greater participation by parents in activities authorized by section 6318 (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
  - b. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
  - c. Strategies to support successful school and family inter- actions;
5. Use the findings of the above evaluation to design evidence- based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policies described in section 6318; and

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6. Involve parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

*20 U.S.C. 6318(a)(2).*

1. Involve parents in the joint development of ILTexas plan and the process of school review and improvement under 20 U.S.C. 6316;
2. Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. Build ILTexas's and parents' capacity for strong parental involvement as described at 20 U.S.C. 6318(e);
4. Coordinate and integrate parental involvement strategies under Title I, Part A with parental involvement strategies under other ESEA programs;
5. Conduct, with the involvement of parents, an annual evaluation of the parental involvement policy as described at 20 U.S.C. 6318(a)(2)(E), and use the findings of the evaluation as described in that section; and
6. Involve parents in the activities of the schools served under this part.

20 U.S.C. 6318(a)(2)

**Sec. 2.28.3. CAMPUS POLICY**

Each ILTexas campus served under Title I, Part A shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of 20 U.S.C. 6318(c)–(f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. *20 U.S.C. 6318(b).*

**Sec. 2.28.4. COMPARABILITY OF SERVICES**

As required by law in order to receive Title I, Part A funds, ILTexas shall provide to TEA written assurance regarding comparability of services across ILTexas in teachers, administrators, and other staff, as well as in the provision of curriculum materials and instructional supplies.

As reflected in ILTexas records and as submitted to TEA, ILTexas shall document compliance by using one of the following methods:

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1. Comparison of state and local expenditures per student;
2. Comparison of per-student expenditures for state and local base salaries; or
3. Ratio of students to full-time equivalent instructional staff whose salaries are not federally funded.

In special programs, such as special education, bilingual education, or English as a second language, a lower ratio may be maintained and more money may be spent per individual campus as necessary to fulfill other legal requirements. These costs shall be excluded from the comparability of services calculations.

**Sec. 2.28.5. HOMELESS CHILDREN**

As a condition of receiving funds under the McKinney-Vento Homeless Education Assistance Improvements Act, ILTexas shall serve homeless children according to their best interests. *McKinney-Vento Homeless Education Assistance Improvements Act of 2001, 42 U.S.C. 11432.*

**Sec. 2.28.6. FOSTER CARE TRANSPORTATION**

As a condition to receiving funds under Title I, Part A, ILTexas shall collaborate with the state or local child welfare agency to:

1. Ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with 42 U.S.C. 675(4)(A) and to the extent required by law; and
2. Ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, ILTexas will, to the extent required by law, provide transportation to the school of origin if:
  - a. The local child welfare agency agrees to reimburse ILTexas for the cost of transportation;
  - b. ILTexas agrees to pay the cost of transportation; or
  - c. ILTexas and the local welfare agency agree to share the cost of such transportation.

*20 U.S.C. 6312(c)(5).*

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**TRANSITION SERVICES**

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**Sec. 2.29.1. DEFINITIONS**

“Transition services” means a coordinated set of activities for a child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
  - a. Instruction;
  - b. Related services;
  - c. Community experiences;
  - d. The development of employment and other post-school adult living objectives; and
  - e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

*20 U.S.C. 1401(34); 34 CFR 300.43.*

**Sec. 2.29.2. INDIVIDUAL TRANSITION PLANNING**

In accordance with Education Code 29.011 and 29.0111, not later than when a student reaches 14 years of age, the admission, review, and dismissal (“ARD”) committee must consider, and if appropriate, address the following issues in the individualized education program (“IEP”):

1. Appropriate student involvement in the student's transition to life outside the public school system;
2. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
3. If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)**;
4. Any postsecondary education options;
5. A functional vocational evaluation;
6. Employment goals and objectives;
7. If the student is at least 18 years of age, the availability of age-appropriate instructional environments;
8. Independent living goals and objectives; and
9. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

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In accordance with 34 C.F.R. 300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection.

*20 U.S.C. 1414(d)(1)(A)(i)(VIII), 1414(d)(6); 34 C.F.R. 300.320(b); Education Code 29.0111; 19 TAC 89.1055(h), (j).*

**Sec. 2.29.3. GRADUATION**

Graduation with a regular high school diploma under 19 TAC 89.1070(b)(1), (b)(2)(D), (f)(1), (f)(2), or (f)(3)(D) terminates a student's eligibility for special education services. For students who receive a diploma according to 19 TAC 89.1070(b)(2)(A), (B), or (C) or (f)(3)(A), (B), or (C), the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age requirements.

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents.

ILTexas is not required to conduct an evaluation before termination of eligibility due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for a FAPE under state law.

ILTexas shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. *20 U.S.C. 1414(c)(5); 34 CFR 300.102(a)(3), 300.305(e)(2); 19 TAC 89.1070.*

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# Cover Sheet

## CONSIDER/ACT TO APPROVE ILTexas Policy Group 6: Special Education

**Section:** IV. Board Action Items  
**Item:** I. CONSIDER/ACT TO APPROVE ILTexas Policy Group 6: Special  
Education  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Section 6 SPED Framework proposed.pdf

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. PG-6.1**

**BOARD POLICY MANUAL**

**POLICY GROUP 6 - SPECIAL EDUCATION**

**ADMINISTRATION**

**Sec. 6.1.1. APPLICABILITY OF TEXAS EDUCATION CODE**

An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code relating to special education programs. (TEC §12.104(b)(2)(F))

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.** shall comply with the requirements for monitoring compliance with federal and state laws relating to special education pursuant to Texas Education Code Section 29.010.

**Sec. 6.1.2. ASSURANCE**

Open-enrollment charter schools must submit a plan to the Texas Education Agency that provides assurances that the charter school has in effect policies, procedures and programs that are consistent with the State and Federal policies and procedures governing special education. (20 USC §1413(a); 34 CFR §§300.200-.201)

**Sec. 6.1.3. PUBLIC EDUCATION INFORMATION MANAGEMENT SYSTEM (PEIMS)**

“Most of the data TEA requests from school districts and charter schools are gathered using the Public Education Information Management System (PEIMS). PEIMS data are used for the Academic Excellence Indicator System (AEIS), Foundation School Program (FSP), statistical purposes, federal reporting, legislative requests, and audit purposes. Through PEIMS, schools report data including student demographic and academic performance, student attendance, personnel information, financial data, and organizational information.” *Texas Open-Enrollment Charter School Handbook* (TEA, Division of Charter School Administration, September 2011).

**Sec. 6.1.4. APPLICABILITY OF TITLE RELATING TO THE PEIMS**

An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code, relating to the PEIMS to the extent necessary to monitor compliance with Subchapter D (Open-Enrollment Charter School), Chapter 12, Texas Education Code. (TEC §12.104(b)(2)(A))

The Superintendent or designee shall prepare required PEIMS submissions in accordance with PEIMS Data Standards and Module 10 of the Financial Accountability System Resource Guide. The Superintendent or designee may collaborate with the regional education service center in preparing and timely submitting PEIMS reports.



**BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****ADMINISTRATION****Sec. 6.1.5. CONTRACTS FOR SERVICES; RESIDENTIAL PLACEMENT**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may contract with a public or private facility, institution, or agency inside or outside of this State for the provision of services to students with disabilities. Each contract for residential placement must be approved by the Commissioner. The Commissioner may approve a residential placement contract only after at least a programmatic evaluation of personnel qualifications, adequacy of physical plant and equipment, and curriculum content. The Commissioner may approve either the whole or a part of a facility or program. (TEC §29.008(a))

When a student, including one for whom the State is managing conservator, is placed primarily for care or treatment reasons in a private residential facility that operates its own private education program, none of the costs may be paid from public education funds. If a residential placement primarily for care or treatment reasons involves a private residential facility in which the education program is provided by the open-enrollment charter school, the portion of the costs that includes appropriate education services, as determined by the admission, review, and dismissal (ARD) committee, shall be paid from State and Federal education funds. (TEC §29.008(c))

If **ILTexas** contracts for the provision of education services rather than providing the services, **ILTexas** shall oversee the implementation of the student’s individualized education program (IEP) and shall annually reevaluate the appropriateness of the arrangement. An approved facility, institution, or agency with whom the open-enrollment charter school contracts shall periodically report to the open-enrollment charter school on the services the student has received or will receive in accordance with the contract as well as diagnostic or other evaluative information that the open-enrollment charter school requires in order to fulfill its obligations under Subchapter A (Special Education), Chapter 29, Texas Education Code. (TEC §29.008(d))

**Sec. 6.1.6. FACILITIES**

Any construction of new facilities or alteration of existing facilities with authorized IDEA program funds must comply with the requirements of:

- Appendix A of Part 36 of Title 28, Code of Federal Regulations (commonly known as the *Americans with Disabilities Accessibility Guidelines for Buildings and Facilities*); and
- Appendix A of Subpart 101-19.6 of Title 41, Code of Federal Regulations (commonly known as the *Uniform Federal Accessibility Standards*).

**BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****ADMINISTRATION****Sec. 6.1.7. ADMINISTRATION OF EQUIPMENT**

The ARD committee must consider whether the student needs assistive technology devices (ATDs) as a part of the student's special education, related services, or supplementary aids and services. On a case-by-case basis, the use of school-purchased ATDs in the student's home or in other settings is required if the student's ARD committee determines that the student needs access to those devices in order to receive free appropriate public education. (34 CFR §§300.105; 300.324(a)(2)(v); 20 USC §1414(d)(3)(B)(v))

Assistive technology means any device or equipment used to improve or maintain the function capabilities of a student with a disability. Assistive technology does not include a medical device that is surgically implanted. (34 CFR §§300.5-300.6)

**ILTexas** may transfer an assistive technology device (ATD) in accordance to TEC, §30.0015. The transfer agreement must include the standards in TEC §30.0015, including the following:

- 1) The transferor and transferee must represent and agree that the terms of the transfer are based on the fair market value of the ATD, determined in accordance with generally accepted accounting principles.
- 2) The informed consent of the parent of the student with a disability, or the adult student, for whom the ATD is being transferred must be obtained before the transfer of an ATD pursuant to TEC, §30.0015. The procedures employed by **ILTexas** in obtaining informed consent shall be consistent with the procedures employed by the school to obtain parental consent under 34 CFR §300.300. Consistent with 34 CFR, §300.505(c), informed parental or adult student consent need not be obtained if the school can demonstrate that it has taken reasonable measures to obtain that consent, and the student's parent or the adult student has failed to respond. To meet the reasonable measures requirement, the school must use procedures consistent with those described in 34 CFR, §300.322(d).
- 3) If the transfer is a sale, then the sale of the ATD shall be evidenced by a "Uniform Transfer Agreement" which includes the following:
  - a. the names of the transferor and the transferee (which may be any individual or entity identified in TEC, §30.0015(b));
  - b. the date of the transfer;
  - c. a description of the ATD being transferred;
  - d. the terms of the transfer (including the transfer of warranties, to the extent applicable); and
  - e. the signatures of authorized representatives of both transferor and transferee.

(19 TAC 89.1056)

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**ADMINISTRATION**

**Sec. 6.1.8. SPECIAL EDUCATION TEACHER DEFINED (20 U.S.C. §1401(10)(B)(i))**

When used with respect to any public elementary school or secondary school special education teacher teaching in a State, such term means that—the teacher has obtained full State certification as a special education teacher (including certification obtained through alternative routes to certification), or passed the State special education teacher licensing examination, and holds a license to teach in the State as a special education teacher, except that when used with respect to any teacher teaching in a public charter school, the term means that the teacher meets the requirements set forth in the State’s public charter school law.

**Sec. 6.1.9. COMPLIANCE WITH FEDERAL AND STATE PERSONNEL STANDARDS FOR INDIVIDUALS SERVING CHILDREN WITH DISABILITIES**

**ILTexas** shall ensure that personnel standards for all individuals serving children with disabilities are met in accordance with the Individuals with Disabilities Education Act (IDEA) and its procedures.

**ILTexas** recognizes that both the Every Student Succeeds Act and the IDEA provide that charter school teachers must meet the requirements set forth in the State’s public charter school law. 20 U.S.C. §§ 6311(g)(2)(J); 20 U.S.C. §1401(10)(B)(i). In Texas, that means that the charter school special education teacher must be certified.

**ILTexas** shall make an ongoing good-faith effort to recruit and hire appropriately and adequately certified and/or licensed personnel to provide a wide range of special education and related services to students with disabilities who are eligible for special education services. Special education staffing needs come from the individualized decisions made by the ARD committee.

**ILTexas** shall ensure that all personnel necessary to carry out the requirements of the IDEA 2004 are appropriately and adequately certified and/or licensed, prepared and assigned.

**ILTexas** adopts as policy the provisions under State and Federal law concerning personnel, including:

Charter school teachers must only meet the requirements of the State’s public charter school law, which differ from the requirements for Texas teacher certification. In Texas, State law does not require a teacher employed by an open-enrollment charter school to be certified unless the teacher is assigned to teach in special education or bilingual education programs, in which case the appropriate State certification is required. The minimum qualification under State law for a teacher at an open-enrollment charter school, other than a special education or bilingual education teacher, is a bachelor’s degree. However, the governing body of a **ILTexas** may set the qualifications for teachers at a standard above what State law requires.

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. PG-6.1****BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****ADMINISTRATION**

The open-enrollment charter school shall not employ a person as a teacher unless that person holds a bachelor's degree. (TEC §12.129(a)). In an open-enrollment charter school that serves youth referred to or placed in a residential trade center by a local or state agency, a person may be employed as a teacher for a noncore vocational course without holding a baccalaureate degree if the person has demonstrated subject matter expertise related to the subject taught, such as professional work experience, formal training and education, holding a relevant active professional industry license, certification, or registration, or any combination of work experience, training and education, and industry license, certification, or registration, and received as least 20 hours of classroom management training as determined by the governing body of the open-enrollment charter school. (TEC §12.129(b))

All special education and related service personnel shall be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156; TEC §§21.002, 21.003, and 29.304; or appropriate state agency credentials. (19 T.A.C. §89.1131(a))

**Sec. 6.1.10. NOTICE TO PARENTS – QUALIFICATIONS**

The Superintendent or designee shall provide to the parent or guardian of each student enrolled in **ILTexas** written notice of the qualifications of each teacher employed by **ILTexas**.

Additionally, the Superintendent or designee shall, at the beginning of each school year, notify the parents of each student attending **ILTexas** that the parents may request, and **ILTexas** shall provide the parents on request (and in a timely manner), information regarding the professional qualifications of the student's classroom teachers, including, at a minimum, the following:

1. Whether the teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.
2. Whether the teacher is teaching under emergency or other provisional status through which state qualification or licensing criteria have been waived.
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher.
4. Whether the child is provided services by paraprofessionals and, if so, their qualifications.

**ILTexas** shall also provide to each individual parent timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who does not meet applicable state certification standards or licensure requirements at the grade level and subject area in which the teacher has been assigned.



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**BOARD POLICY MANUAL**

**POLICY GROUP 6 - SPECIAL EDUCATION**

**ADMISSION, REVIEW AND DISMISSAL COMMITTEE**

**Sec. 6.2.1. ADMISSION, REVIEW AND DISMISSAL COMMITTEES**

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.** shall establish an admission, review, and dismissal (ARD) committee for each eligible student with a disability and for each student for whom a full and individual initial evaluation is conducted. The ARD committee shall be the individualized education program (IEP) team defined at 34 CFR 300.321.

**Sec. 6.2.2. ARD COMMITTEE RESPONSIBILITIES**

The ARD committee and **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** are responsible for:

1. Evaluating, reevaluating, and determining eligibility for special education and related services;
2. Placement of students with disabilities, including disciplinary changes in placement;
3. Development of student IEPs;
4. Development and implementation of service plans for students who have been placed by their parents in private schools and who have been designated to receive special education and related services;
5. Compliance with the least restrictive environment standard;
6. Compliance with state requirements for reading diagnosis and state assessments;
7. Development of personal graduation plans;
8. Development of accelerated instruction under Education Code 28.0211 and intensive programs of instruction under Education Code 28.0213;
9. Evaluation, placement, and coordination of services for students who are deaf, hard of hearing, blind, or visually impaired; and
10. Determining eligibility for extracurricular activities, under Education Code 33.081.

19 TAC 89.1050(a); 34 CFR 300.116(a), 300.321(a).

**Sec. 6.2.3. COMMITTEE MEMBERS**

ILTexas shall ensure that each ARD committee meeting includes all of the following:

1. The parents of a child with a disability;
2. At least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) who must, to the extent practicable, be a teacher who is responsible for implementing a portion of the student’s IEP;
3. At least one special education teacher, or where appropriate, at least one special education provider of the child;
4. A representative of ILTexas who:

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- a. Is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities;
  - b. Is knowledgeable about the general education curriculum; and
  - c. Is knowledgeable about the availability of ILTexas's resources;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the ARD committee (who may be a member of the committee listed in items 2–5);
  6. At the discretion of the parent or ILTexas, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate;
  7. The child, whenever appropriate;
  8. A representative from career and technical education, preferably the teacher, when considering initial or continued placement of a student in a career and technical education program;
  9. For a child with limited English proficiency, a member of the child's language-proficiency assessment committee (LPAC) when deciding upon the selection of assessments and appropriate accommodations;
  10. For a child with an auditory impairment, including deaf-blindness, a teacher who is certified in the education of children with auditory impairments; and
  11. For a child with a visual impairment, including deaf-blindness, a teacher who is certified in the education of children with visual impairments.

20 U.S.C. 1414(d)(1)(B); 34 CFR 300.321; 19 TAC 75.1023(d)(1), 89.1131(b)(3)–(4), 101.1009.

A ILTexas member of the ARD committee shall not be required to attend an IEP meeting, in whole or in part, if the parent and ILTexas agree in writing that the attendance is not necessary because the member's area of the curriculum or related services is not being modified or discussed during the meeting.

A ILTexas member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services if the parent, in writing, and ILTexas consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting.

20 U.S.C. 1414(d)(1)(C); 34 CFR 300.321(e).

**Sec. 6.2.3.1. Transition Meeting Membership**

If the ARD committee is meeting to consider postsecondary goals and the transition services needed to assist the student in reaching those goals, ILTexas shall invite:

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1. The student. If the student does not attend, ILTexas shall take other steps to ensure that the student's preferences and interests are considered.
2. To the extent appropriate, and with the consent of the parent or student who has reached the age of majority, a representative of any other agency that is likely to be responsible for providing or paying for transition services.

34 CFR 300.321(b).

**Sec. 6.2.4. PARENTAL INVOLVEMENT**

ILTexas shall take steps to ensure that one or both of the parents of a student with a disability are present at each ARD committee meeting or are afforded the opportunity to participate, including:

1. Notifying the parents of the meeting early enough to ensure that they will have an opportunity to attend (the notice shall include all information required by applicable regulation); and
2. Scheduling the meeting at a mutually agreed time and place.

If the purpose of the meeting is to consider transition services, the notice must also indicate this purpose, indicate that the Student will invite the student, and identify any other agency that will be invited to send a representative. 34 CFR 300.322(a)–(b); 19 TAC 89.1045.

**Sec. 6.2.5. ALTERNATIVE PARTICIPATION METHODS**

If neither parent can attend an ARD committee meeting, ILTexas must use other methods to ensure parent participation, including individual or conference telephone calls. 20 U.S.C. 1414(f); 34 CFR 300.322(c).

An ARD committee meeting may be conducted without a parent in attendance if ILTexas is unable to convince the parents that they should attend. In such event, ILTexas must keep a record of its attempts to arrange a mutually agreed time and place, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent's home or place of employment and the results of those visits.

34 CFR 300.322(d).

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**Sec. 6.2.6. ARD COMMITTEE MEETINGS**

ILTexas shall initiate and conduct ARD committee meetings for the purpose of developing, reviewing, and revising the IEP of a student with a disability. The committee shall review each student's IEP periodically, and, if appropriate, revise the IEP. A meeting must be held for this purpose at least once a year. The ARD committee must also determine the child's placement once per year.

A meeting does not include informal or unscheduled conversations involving ILTexas personnel and conversations on issues such as teaching methodology, lesson plans, or coordination of service provision. A meeting also does not include preparatory activities that ILTexas personnel engage in to develop a proposal or response to a parent proposal that will be discussed at a later meeting. 20 U.S.C. 1414(d)(4); 34 CFR 300.116(b)(1), 300.324(b), (c)(1); 300.501(b)(3).

**Sec. 6.2.6.1. Meeting at Parent Request**

A parent may request an ARD committee meeting at any mutually agreeable time to address specific concerns about his or her child's special education services. ILTexas must respond to the request by holding the meeting or requesting TEA's assistance through the mediation process. ILTexas shall inform parents of the functions of the ARD committee and the circumstances or types of problems for which requesting an ARD committee meeting would be appropriate. 19 TAC 89.1045(b)

**Sec. 6.2.6.2. Transfer Students**

If a student transfers to ILTexas, and the student had a previous IEP in place, ILTexas shall provide the student with a FAPE, including services comparable to those described in the previous IEP, in consultation with the parents, until:

1. In the case of a student who transfers within the state, ILTexas adopts the previous IEP or develops, adopts, and implements a new IEP.
2. In the case of a student who had an IEP in effect in another state, ILTexas conducts an evaluation, if determined necessary by ILTexas, and develops, adopts, and implements a new IEP, if appropriate.

20 U.S.C. 1414(d)(2)(C)(i); 34 CFR 300.323(e), (f).

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**Sec. 6.2.6.3. Transfer of Records**

ILTexas shall take reasonable steps to promptly obtain the child's records, including the IEP and supporting documents and any other records relating to the provision of special education or related services to the child, from the child's previous district. 20 U.S.C. 1414(d)(2)(C)(ii); 34 CFR 300.323(g).

**Sec. 6.2.6.4. Military Dependents**

ILTexas shall initially provide comparable services to a military student with disabilities based on his or her current IEP. This does not preclude ILTexas from performing subsequent evaluations to ensure appropriate placement of the student. Education Code 162.002 art. V, § C.

**Sec. 6.2.7. ELIGIBILITY DETERMINATIONS**

Upon completion of the administration of assessments and other evaluation measures, a team of qualified professionals and the parent shall make the determination of whether the child has a disability and of the educational needs of the child.

ILTexas shall provide a copy of the evaluation report and the documentation of determination of eligibility at no cost to the parent. 20 U.S.C. 1414(b)(4)(B); 34 CFR 300.306(a).

The admission, review, and dismissal ("ARD") committee must make its decisions regarding a student's initial eligibility determination and, if appropriate, individualized education program ("IEP") and placement within 30 calendar days from the date of the completion of the written full individual and initial evaluation report. If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year (ESY) services during that summer.

When a report is provided to a parent not later than June 30 as described at Timeframe for Completion of Written Report, above, the ARD committee must meet not later than the 15th school day of the following school year to consider the evaluation. If, however, an evaluation indicates that a student will need ESY services, the ARD committee must meet as expeditiously as possible. 19 TAC 89.1011(d), (e).

**Sec. 6.2.8. INDIVIDUALIZED EDUCATION PROGRAM (IEP)**

ILTexas shall develop, review, and revise an IEP for each child with a disability. 20 U.S.C. 1412(a)(4); 34 CFR 300.320(a).



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ILTexas shall have an IEP in effect for each child with a disability at the beginning of each school year. 20 U.S.C. 1414(d)(2)(A); 34 CFR 300.323(a).

The term “individualized education program” means a written statement for each child with a disability that includes:

1. A statement of the child’s present levels of academic achievement and functional performance;
2. A statement of measurable annual goals, including academic and functional goals;
3. A description of how the child’s progress toward the annual goals will be measured and when periodic reports on the progress of the child will be provided;
4. A statement of the specific special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child;
5. A statement of the program modifications or supports for school personnel that will be provided for the child;
6. An explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in extracurricular and nonacademic activities;
7. The projected dates for initiation of services and modifications and the anticipated frequency, location, and duration of these services and modifications;
8. A statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on state or system-wide assessments;
9. If the ARD committee determines that the child must take an alternative assessment instead of a particular regular state or system-wide assessment, a statement of why the child cannot participate in the regular assessment and why the particular assessment selected is appropriate for the child;
10. Beginning not later than the first IEP to be in effect when the child is 16, or younger if determined appropriate by the ARD committee, and updated annually thereafter, a statement of appropriate, measurable postsecondary goals and transition services needed to assist the child in reaching those goals; and
11. Beginning not later than one year before the child reaches the age of 17, a statement that the child has been informed of the rights that will transfer to the child upon reaching the age of majority.

20 U.S.C. 1414(d); 34 CFR 300.320; 19 TAC 89.1055

**Sec. 6.2.9. TRANSLATING IEPs**

If the child’s parent is unable to speak English, ILTexas shall:

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1. Provide the parent with a written or audio-taped copy of the child's IEP translated into Spanish if Spanish is the parent's native language; or
2. If the parent's native language is a language other than Spanish, make a good faith effort to provide the parent with a written or audiotaped copy of the child's IEP translated into the parent's native language.

TEC § 29.005(d).

**Sec. 6.2.10. AUTISM/PERVASIVE DEVELOPMENTAL DISORDERS**

For students with autism/pervasive developmental disorders, the following strategies shall be considered by the ARD committee, based on peer-reviewed, research-based educational programming practices to the extent practicable and, when needed, addressed in the IEP:

1. Extended educational programming;
2. Daily schedules reflecting minimal unstructured time and active engagement in learning activities;
3. In-home training and community-based training or viable alternatives that assist the student with the acquisition of social/behavioral skills;
4. Positive behavior support strategies based on relevant information;
5. Beginning at any age, futures planning for integrated living, work, community, and educational environments that considers skills necessary to function in current and post-secondary environments;
6. Parent/family training and support, provided by qualified personnel with experience in Autism Spectrum Disorders (ASD);
7. Suitable staff-to-student ratio appropriate to identified activities and as needed to achieve social/behavioral progress based on the child's developmental and learning level (acquisition, fluency, maintenance, generalization) that encourages work towards individual independence;
8. Communication interventions, including language forms and functions that enhance effective communication across settings;
9. Social skills supports and strategies based on social skills assessment/curriculum and provided across settings;
10. Professional educator/staff support; and
11. Teaching strategies based on peer-reviewed, research-based practices for students with ASD.

If the ARD committee determines that services are not needed in one or more of the areas in 1–11 above, the IEP shall include a statement reflecting that decision and the basis upon which the determination was made. 19 TAC 89.1055(e)–(f).

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**Sec. 6.2.11. VISUAL IMPAIRMENT**

ILTexas shall adopt written procedures as required in Education Code 30.002(c)(10) for providing special education services to students with visual impairments, if such services are necessary. 19 TAC 89.1075(b).

**Sec. 6.2.12. COLLABORATIVE PROCESS**

All members of the ARD committee shall have the opportunity to participate in a collaborative manner in developing the IEP. Decisions concerning the required elements of the IEP shall be made by agreement of the required members, if possible. The ARD committee may agree to an annual IEP or an IEP of shorter duration.

**Sec. 6.2.12.1. Recess**

When agreement about all required elements of the IEP is not achieved, the parent or adult student who disagrees shall be offered a single opportunity to have the committee recess for a period not to exceed ten school days. This recess is not required when:

1. The student's presence on campus represents a danger of physical harm to the student or others;
2. The student has committed an expellable offense; or
3. The student has committed an offense that may lead to placement in a disciplinary alternative education program.

These requirements do not prohibit the members of the ARD committee from recessing an ARD committee meeting for reasons other than failure of the parents and ILTexas to reach agreement about all required elements of an IEP.

During the recess, the committee members shall consider alternatives, gather additional data, prepare further documentation, and/or obtain additional resource persons to enable the committee to reach agreement.

The date, time, and place for continuing the ARD committee meeting shall be determined by agreement before the recess.

**Sec. 6.2.12.2. No Agreement Reached**

If, after the ten-day recess, the ARD committee still cannot reach agreement, ILTexas shall implement the IEP it has determined to be appropriate for the student. A written statement of the

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basis for the disagreement shall be included in the IEP. The members who disagree shall be offered the opportunity to write their own statements.

When ILTexas implements an IEP with which the parents or adult student disagree, it shall provide prior written notice in compliance with applicable regulations and ILTexas policy.

Parents shall have the right to file a complaint, request mediation, or request a due process hearing at any point, when they disagree with ARD committee decisions. 19 TAC 89.1050(h).

**Sec. 6.2.13. IEP MODIFICATION**

Changes to an IEP may be made either by the entire ARD committee or by amending the IEP by agreement, rather than redrafting the entire IEP.

After the annual IEP meeting for a school year, the parent and ILTexas may agree not to convene an IEP meeting for the purposes of making changes to the IEP and instead may develop a written document to amend or modify the child's current IEP.

Upon request, a parent shall be provided with a revised copy of the IEP with amendments incorporated.

To the extent possible, ILTexas shall encourage the consolidation of reevaluation meetings for the child and other ARD meetings for the child. 20 U.S.C. 1414(d)(3)(D)-(F); 34 CFR 300.324(a)(4)-(a)(6).

**Sec. 6.2.14. LEAST RESTRICTIVE ENVIRONMENT**

ILTexas shall ensure that, to the maximum extent possible, children with disabilities shall be educated with children who are not disabled. Special classes, special schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the child's disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. 20 U.S.C. 1412(a)(5); 34 CFR 300.114(a)(2).

**Sec. 6.2.15. EXTENDED SCHOOL-YEAR SERVICES**

ILTexas shall ensure that extended school-year (ESY) services are available as necessary to provide a student with a disability with a FAPE.

ESY services must be provided only if the ARD committee determines, on an individual basis, that the services are necessary for a FAPE. ILTexas may not limit ESY services to particular

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categories of disability or unilaterally limit the type, amount, or duration of ESY services. 34 CFR 300.106; 19 TAC 89.1065.

**Sec. 6.2.16. GRADUATION**

A student receiving special education services who successfully completes the requirements of his or her IEP, including performance on a state assessment required for graduation, shall receive a high school diploma. A student's admission, review, and dismissal (ARD) committee shall determine if the student will be required to meet satisfactory performance on an assessment for purposes of graduation. 19 TAC 101.3023(a).

**Sec. 6.2.17. STATE ASSESSMENTS**

TEA shall develop or adopt appropriate criterion-referenced alternative assessment instruments to be administered to each student in a special education program for whom a state assessment instrument adopted under Education Code 39.023(a), even with allowable accommodations, would not provide an appropriate measure of student achievement, as determined by the student's admission, review, and dismissal ("ARD") committee, including assessment instruments approved by the Commissioner that measure growth. The assessment instruments developed or adopted, including the assessment instruments approved by the Commissioner, must, to the extent allowed under federal law, provide a district with options for the assessment of students.

TEA may not adopt a performance standard that indicates that a student's performance on the alternate assessment does not meet standards if the lowest level of the assessment accurately represents the student's developmental level as determined by the student's ARD committee.

The student's ARD committee shall determine whether any allowable modification is necessary in administering to the student a required EOC assessment instrument under Education Code 39.023(c), and whether the student is required to achieve satisfactory performance on an EOC assessment instrument to receive a high school diploma.

**Sec. 6.2.18. TRANSPORTATION**

ILTexas shall provide special transportation with federal funds only when the ARD committee determines that the condition of the student warrants the service in order for the student to receive the special education and related services (if any) set forth in the IEP. 19 TAC 89.1096(e).

**Sec. 6.2.19. TRANSITIONING SERVICES****Sec. 6.2.19.1. Definitions**

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“Transition services” means a coordinated set of activities for a child with a disability that:

1. Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
2. Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes:
  - a. Instruction;
  - b. Related services;
  - c. Community experiences;
  - d. The development of employment and other post-school adult living objectives; and
  - e. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

*20 U.S.C. 1401(34); 34 CFR 300.43.*

**Sec. 6.2.19.2. Individual Transition Planning**

In accordance with Education Code 29.011 and 29.0111, not later than when a student reaches 14 years of age, the admission, review, and dismissal (“ARD”) committee must consider, and if appropriate, address the following issues in the individualized education program (“IEP”):

1. Appropriate student involvement in the student's transition to life outside the public school system;
2. If the student is younger than 18 years of age, appropriate parental involvement in the student's transition;
3. If the student is at least 18 years of age, appropriate parental involvement in the student's transition, if the parent is invited to participate by the student or ILTexas;
4. Any postsecondary education options;
5. A functional vocational evaluation;
6. Employment goals and objectives;
7. If the student is at least 18 years of age, the availability of age-appropriate instructional environments;
8. Independent living goals and objectives; and
9. Appropriate circumstances for referring a student or the student's parents to a governmental agency for services.

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In accordance with 34 C.F.R. 300.320(b), beginning not later than the first IEP to be in effect when the student turns 16 years of age, or younger if determined appropriate by the ARD committee, and updated annually thereafter, the IEP must include the following:

1. Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
2. The transition services, including courses of study, needed to assist the student in reaching the postsecondary goals developed under paragraph (1) of this subsection.

*20 U.S.C. 1414(d)(1)(A)(i)(VIII), 1414(d)(6); 34 C.F.R. 300.320(b); Education Code 29.0111; 19 TAC 89.1055(h), (j).*

**Sec. 6.2.19.3. Graduation**

Graduation with a regular high school diploma under 19 TAC 89.1070(b)(1), (b)(2)(D), (f)(1), (f)(2), or (f)(3)(D) terminates a student's eligibility for special education services. For students who receive a diploma according to 19 TAC 89.1070(b)(2)(A), (B), or (C) or (f)(3)(A), (B), or (C), the ARD committee shall determine needed educational services upon the request of the student or parent to resume services, as long as the student meets the age requirements.

Graduation from high school with a regular diploma constitutes a change in placement that requires written prior notice to parents.

ILTexas is not required to conduct an evaluation before termination of eligibility due to graduation from secondary school with a regular high school diploma or due to exceeding the age eligibility for a FAPE under state law.

ILTexas shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

*20 U.S.C. 1414(c)(5); 34 CFR 300.102(a)(3), 300.305(e)(2); 19 TAC 89.1070.*

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**ADULT STUDENT**

**Sec. 6.3.1. AGE OF MAJORITY**

When a student reaches the age of 18, **INTERNATIONAL LEADERSHIP OF TEXAS** shall notify the student and the parents of the transfer of parental rights. This notice is separate and distinct from the requirement that, beginning at least one year before the student reaches the age of 18, the student's IEP include a statement regarding transfer of parental rights.

A student with a disability who is 18 years of age or older or whose disabilities of minority have been removed for general purposes under Chapter 31, Family Code, shall have the same right to make educational decisions as a student without a disability. All other rights accorded to parents under Chapter 29, Subchapter A of the Education Code or 20 U.S.C. 1415 transfer to the student. (34 CFR 300.520; Education Code 29.017(a)-(b); 19 TAC 89.1049(c))

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**AGES 0-5**

**Sec. 6.4.1. PREKINDERGARTEN PROGRAMS**

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.** does not offer Pre-Kindergarten.

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**CHILD FIND DUTY**

PG. 6.5

**Sec. 6.5.1. CHILD FIND**

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.** shall ensure that all children residing within the **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** boundaries who have disabilities, regardless of the severity of their disabilities, and who are in need of special education and related services are identified, located, and evaluated. This requirement applies to:

1. Homeless children;
2. Children who are wards of the state;
3. Children attending private schools;
4. Highly mobile children (including migrant children); and
5. Children who are suspected of being in need of special education but who are advancing from grade to grade.

20 U.S.C. 1412(a)(3)(A); 34 CFR 300.111(a)(1)(i), (c).

**Sec. 6.5.2. PRIVATE SCHOOL STUDENTS**

ILTexas shall conduct a timely and meaningful consultation with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools within the ILTexas boundaries.

ILTexas shall undertake activities similar to those undertaken for public school children and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending the public schools within the ILTexas boundaries. 20 U.S.C. 1412(a)(10)(A)(ii)–(iv).

**Sec. 6.5.2.1. Preschool Students**

ILTexas shall develop a system to notify residents within the ILTexas boundaries with children who are at least three and younger than six and who are eligible for enrollment in a special education program of the availability of such programs. Education Code 29.009

**Sec. 6.5.3. STUDENT RECORDS**

After each student is enrolled in ILTexas, ILTexas will promptly request all student records from the student’s previous school.



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**CHILDREN WHO TRANSFER**

**Sec. 6.6.1. STUDENTS WHO TRANSFER WITH AN IEP**

When a student transfers to **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** from another school within Texas, ILTexas shall provide a free appropriate public education to the student. ILTexas shall provide comparable services as those described in the IEP the student transferred with until ILTexas adopts the student’s IEP from the previous school, or develops, adopts and implements a new IEP.

If the student with a disability transfers to from a school outside of Texas, ILTexas shall provide the student with FAPE, including comparable services, until ILTexas conducts an evaluation and develops, adopts, and implements a new IEP. (34 CFR §300.323)

A new IEP must be implemented within 30 school days from the date the student is verified as being a student eligible for special education services.

If a student transfers from ILTexas, ILTexas will furnish the student’s special education records to the student’s new school not later than the 10th working day after the date a request for the information is received by ILTexas. (19 TAC §89.1050(j)(3))

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**CLOSING THE GAP**

**Sec. 6.7.1. EARLY INTERVENING SERVICES**

The education of students with disabilities can be made more effective by providing incentives for whole-school approaches, scientifically-based early reading programs, positive behavioral interventions and supports, and early intervening services to reduce the need to label students as disabled in order to address the learning and behavioral needs of such students. (20 USC §1400(c)(5)(F))

In implementing coordinated, early intervening services, **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may carry out activities that include:

1. professional development (which may be provided by entities other than local educational agencies) for teachers and other school staff to enable such personnel to deliver scientifically based academic instruction and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and
2. providing educational and behavioral evaluations, services, and supports, including scientifically based literacy instruction.

(20 USC §1413(f)(2); 34 CFR §300.226(b))

An early intervening service (including a response-to-intervention or (RTI)) process cannot delay the initial evaluation for special education services of a student suspected of having a disability. A parent may request an evaluation at any time to determine whether the student is a student with a disability. If a parent requests an evaluation and ILTexas agrees that the student may be eligible for special education, ILTexas must evaluate the student. If ILTexas denies the parent’s request for evaluation, ILTexas shall provide notice to the parent explaining the basis for the refusal. The parent may challenge the refusal to evaluate through the impartial hearing process. (20 USC §1413(f)(3); 34 CFR §300.226(c))

**Sec. 6.7.2. BILINGUAL EDUCATION PROGRAM**

ILTexas shall identify Limited English Proficient (LEP) students based on state criteria. ILTexas shall provide an appropriate Bilingual Education (BE) or English as a Second Language (ESL) program conducted by teachers certified for such courses. (Texas Education Code Chapter 29, Subchapter B; 19 TAC §§89.1201-1265)

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**Sec. 6.7.3. STUDENT WITH DISABILITIES AND LIMITED ENGLISH PROFICIENCY**

ILTexas shall ensure that a student with limited English proficiency who also qualifies for special education services as a student with a disability under the Individuals with Disabilities Education Act (IDEA) is not refused services in a bilingual education or English as a second language program solely because the student has a disability. (19 TAC §89.1230)

**Sec. 6.7.4. APPLICABILITY OF TITLE RELATING TO BILINGUAL EDUCATION**

An open-enrollment charter school is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code, relating to bilingual education under Subchapter B (Bilingual Education and Special Language Programs), Chapter 29, Texas Education Code. (TEC §12.104(b)(2)(G)). ILTexas adopts the requirements of Subchapter B (Bilingual Education and Special Language Programs), Chapter 29, Texas Education Code pursuant to TEC §12.104(b)(2)(G).

**Sec. 6.7.5. ESTABLISHMENT OF BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM**

ILTexas shall establish a Bilingual Education (BE) or English as a Second Language (ESL) program as required by TEC §29.053 (Establishment of Bilingual Education and Special Language Programs) and in accordance with the procedures established by the Texas Education Agency, unless otherwise excepted under TEC §29.054 (Exception). (TEC §29.053)

**Sec. 6.7.6. LANGUAGE PROFICIENCY ASSESSMENT COMMITTEES**

ILTexas shall further establish a Language Proficiency Assessment Committee (LPAC) that complies with TEC §29.063. (TEC §29.063)

**Sec. 6.7.7. PROGRAM CONTENT; METHOD OF INSTRUCTION**

ILTexas's bilingual education program's content and instruction shall comply with TEC §29.055. (TEC §29.055)

**Sec. 6.7.8. ENROLLMENT OF STUDENTS IN PROGRAM**

ILTexas shall comply with the Texas Education Agency criteria for identification, assessment, and classification of students of limited English proficiency eligible for entry into the program or exit from the program. (TEC §29.056(a))

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The student's parent must approve a student's entry into the program, exit from the program, or placement in the program. The open-enrollment charter school or parent may appeal the decision under TEC §29.064. (TEC §29.056(a))

ILTexas through its language proficiency assessment committee (LPAC) shall evaluate and consider reenrollment of students who have transferred out of a bilingual education or special language program under TEC §29.056(h) as required by TEC §29.0561.

**Sec. 6.7.9. FACILITIES; CLASSES**

ILTexas shall ensure that bilingual education and special language programs are located in the regular public charter school rather than in separate facilities. (TEC §29.057)

**Sec. 6.7.10. ENROLLMENT OF STUDENTS WHO DO NOT HAVE LIMITED ENGLISH PROFICIENCY**

ILTexas ensures that enrollment of students who do not have limited English proficiency may occur only if the requirements of TEC §29.058 are met. (TEC §29.058)

**Sec. 6.7.11. COOPERATION AMONG SCHOOLS**

ILTexas may cooperate with other schools to provide a bilingual education or special language program. (TEC §29.059)

**Sec. 6.7.12. PRESCHOOL, SUMMER SCHOOL, AND EXTENDED TIME PROGRAMS**

Each open-enrollment charter school that is required to offer a bilingual education or special language program shall offer a voluntary program for students of limited English proficiency who will be eligible for admission to kindergarten or the first grade at the beginning of the school year. A school that operates on a system permitted by the Texas Education Code other than a semester system shall offer 120 hours of instruction on a schedule the governing board establishes. The program shall meet the requirements of TEC §29.060. (TEC §29.060(a))

Enrollment of a student in the program is optional with the parent of the student. (TEC §29.060(b))

The program must be an intensive bilingual education or special language program that meets standards established by the Texas Education Agency. The student/teacher ratio for the program may not exceed 18/1. (TEC §29.060(c))

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ILTexas may establish on a full- or part-time basis summer school, extended day, or extended week bilingual education or special language programs for students of limited English proficiency and may join with other schools or schools in establishing the programs. (TEC §29.060(d))

The programs required or authorized by TEC §29.060 may not be a substitute for programs required to be provided during the regular school year. (TEC §29.060(e))

The legislature may appropriate money from the foundation school fund for support of a program under TEC §29.060(a). (TEC §29.060(f))

**Sec. 6.7.13. BILINGUAL EDUCATION AND SPECIAL LANGUAGE PROGRAM TEACHERS**

ILTexas shall ensure that bilingual education and special language program teachers are properly certified. (TEC §29.061)

**Sec. 6.7.14. APPEALS**

A parent of a student enrolled in a bilingual education or special language program may appeal to the Commissioner if ILTexas fails to comply with the requirements established by law or by the Texas Education Agency. If the parent disagrees with the placement of the student in the program, the parent may appeal that decision to the ILTexas governing body. Appeals shall be conducted in accordance with procedures adopted by the Commissioner under Chapter 157 of the Texas Administrative Code. (TEC §29.064; 19 TAC §89.1240)

**Sec. 6.7.15. PEIMS REPORTING REQUIREMENTS**

ILTexas shall meet Public Education Information Management System (PEIMS) Reporting Requirements with respect to its bilingual education or special language programs. (TEC §29.066)



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**CONSENT AND PRIOR WRITTEN NOTICE**

**Sec. 6.8.1. PROCEDURAL SAFEGUARDS**

The Superintendent of **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall establish and maintain procedures to ensure that children with disabilities and their parents are guaranteed procedural safeguards with respect to the provision of a free appropriate public education (FAPE). 20 U.S.C. 1415(a)–(b).

These procedures shall include:

1. An opportunity for the parents to review all education records and to participate in meetings relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. 34 CFR 300.501.
2. An opportunity for the parents to obtain an independent educational evaluation of the child. 34 CFR 300.502.
3. Assignment of an individual to act as a surrogate for the parent when no parent can be identified, ILTexas cannot locate the parents, or the child is a ward of the state. 34 CFR 300.519.
4. Prior written notice to the parents whenever ILTexas proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. 34 CFR 300.503.
5. Procedures to allow parties to resolve disputes through a mediation process. 34 CFR 300.506.
6. An opportunity for any party to file a due process complaint on any matter relating to the identification, evaluation, or educational placement of the child, or the provision of FAPE to the child. 34 CFR 300.507.
7. Procedures that require either party, or the attorney representing a party, to provide to the other party a due process complaint (which shall remain confidential). 34 CFR 300.508.

**Sec. 6.8.2. CONSENT**

Consent means that:

1. The parent has been fully informed of all information relevant to the activity for which consent is sought, in his or her native language, or other mode of communication;
2. The parent understands and agrees in writing to the activity for which his or her consent is sought, and the consent describes that activity and lists the records (if any) that will be released and to whom; and
3. The parent understands that the granting of consent is voluntary on the part of the parent and may be revoked at any time. A revocation of consent is not retroactive.

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If the parent revokes consent in writing for his or her child's receipt of services after the child is initially provided special education and related services, ILTexas is not required to amend the child's education records to remove any references to the child's receipt of services because of the revocation of consent.

34 CFR 300.9

**Sec. 6.8.3. LANGUAGE OF NOTICES**

The procedural safeguards and prior notices described below must be written in language understandable to the general public. The notice must be provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. 34 CFR 300.503(c), 300.504(d).

**Sec. 6.8.3.1. Electronic Delivery of Notices**

A parent may of a child with a disability may elect to receive required notices by electronic mail, if ILTexas makes that option available. 34 CFR 300.505.

**Sec. 6.8.4. NOTICE OF PROCEDURAL SAFEGUARDS**

ILTexas shall provide a copy of the procedural safeguards to parents only once per year, except that a copy also shall be given to the parents:

1. Upon initial referral or parental request for evaluation;
2. Upon receipt of the first state complaint and upon receipt of the first due process complaint in a school year;
3. On the date of a decision to make a disciplinary removal that is a change in placement; and
4. Upon request by a parent.

ILTexas may also place a current copy of the procedural safeguards notice on its Internet website.

**Sec. 6.8.4.1. Contents of Notice**

The notice shall include a full explanation of the procedural safeguards relating to:

1. Independent educational evaluations;
2. Prior written notice;
3. Parental consent;
4. Access to educational records;

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5. Opportunity to present and resolve complaints through the due process complaint and state complaint procedures, including:
  - a. The time period in which to file a complaint,
  - b. The opportunity for ILTexas to resolve the complaint; and
  - c. The difference between the due process complaint and the state complaint procedures, including the jurisdiction of each procedure, what issues may be raised, filing and decisional timelines, and relevant procedures.
6. The availability of mediation;
7. The child's placement during pendency of any due process proceedings;
8. Procedures for children who are subject to placement in an interim alternative educational setting;
9. Requirements for unilateral placement by parents of children in private schools at public expense;
10. Hearings on due process complaints, including requirements for disclosure of evaluation results and recommendations;
11. Civil actions, including the time period in which to file such actions; and
12. Attorneys' fees.

20 U.S.C. 1415(a)–(b), (d); 34 CFR 300.504(c).

**Sec. 6.8.5. PRIOR NOTICE AND CONSENT**

ILTexas shall provide prior written notice to the parents within a reasonable time before the School proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of a child or the provision of a FAPE to the child. 34 CFR 300.503(a).

“Reasonable time” is defined as at least five school days, unless the parents agree otherwise. 19 TAC 89.1015.

**Sec. 6.8.5.1. Contents of Notice**

The notice must include:

1. A description of the action proposed or refused by ILTexas;
2. An explanation of why ILTexas proposes or refuses to take the action;
3. A description of each evaluation procedure, assessment, record, or report ILTexas used as a basis for the proposed or refused action;
4. A statement that the parents have protection under the procedural safeguards and, if this notice is not an initial referral for evaluation, the means by which a copy of the procedural safeguards can be obtained;
5. Sources for parents to contact to obtain assistance in understanding the IDEA rules;

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6. A description of other options the ARD committee considered and the reasons why those options were rejected; and
7. A description of other factors relevant to ILTexas's proposal or refusal.

34 CFR 300.503(b)

**Sec. 6.8.6. CONSENT TO INITIAL EVALUATION**

Before ILTexas conducts an initial evaluation, it shall provide prior written notice, including a description of any evaluation ILTexas proposes to conduct, and obtain informed consent for the evaluation from the parents. 20 U.S.C. 1414(a)(1)(D), (E); 34 CFR 300.304(a).

**Sec. 6.8.7. CONSENT TO SERVICES**

ILTexas shall seek informed consent from the parent before providing special education and related services to a child. 20 U.S.C. 1414(a)(1)(D).

**Sec. 6.8.8. CONSENT TO REEVALUATION**

ILTexas shall obtain informed parental consent before conducting any reevaluation of a child with a disability, except that such informed parental consent need not be obtained if ILTexas can demonstrate that it has taken reasonable measures to obtain such consent and the parent has failed to respond. 20 U.S.C. 1414(c)(3).

**Sec. 6.8.9. CONSENT TO EXCUSE MEMBER FROM ATTENDING ARD COMMITTEE MEETING**

A ILTexas member of the ARD committee may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services if the parent, in writing, and ILTexas consent to the excusal and the member submits, in writing, to the parent and the ARD committee, input into the development of the IEP before the meeting.

**Sec. 6.8.10. PSYCHOLOGICAL EXAMINATIONS AND TESTS**

On request of a child's parent, before obtaining the parent's consent for the administration of any psychological examination or test to the child as part of the evaluation of the child's need for special education, ILTexas shall provide to the child's parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate IEP for the child.

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If ILTexas determines that an additional examination or test is required for the evaluation of a child's need for special education, ILTexas shall provide the information above to the parent regarding the additional examination or test and shall obtain additional consent for the examination of test. Education Code 29.0041(a), (b).

**Sec. 6.8.11. PARENTAL CONSENT TO ACCESS PUBLIC BENEFITS**

ILTexas shall obtain informed consent from the parent each time that access to a parent's private insurance proceeds or to public benefits or an insurance program is sought. (34 CFR §300.154(d)(2)(iv)(A))

**Sec. 6.8.12. PARENTAL CONSENT FOR TRANSFER OF ASSISTIVE TECHNOLOGY DEVICES**

ILTexas shall obtain informed consent from the parent or the adult student if the adult student has the legal capacity to enter into a contract before transferring an assistive technology device through a transfer agreement that incorporates the standards of the state.

**Sec. 6.8.13. OTHER CONSENT REQUIREMENTS**

Parental consent is not required before ILTexas may:

1. review existing data as part of the student's evaluation or a reevaluation; or
2. give the student a test or other evaluation that is given to all students unless, before that test or evaluation, consent is required from parents of all students. 34 CFR 300.300(d)



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**COORDINATION OF FUNDS TO PURCHASE INSTRUCTIONAL MATERIALS**

Instructional materials adopted by **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** must be provided to students at no cost.

If ILTexas chooses to coordinate with the National Instructional Materials Access Center (NIMAC) when purchasing print instructional materials, it must acquire the print instructional materials in the same manner and subject to the same conditions as the Texas Education Agency acquires print instructional materials.

If ILTexas chooses not to coordinate with the NIMAC when purchasing print instructional materials, it will provide instructional materials to blind persons or other persons with print disabilities in a timely manner and shall provide assurance of compliance with this policy to the Texas Education Agency.

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**DISCIPLINE AND RESTRAINT & TIME-OUT**

**Sec. 6.10.1. SPECIAL EDUCATION STUDENTS**

Except as set forth below, the placement of a student with a disability who receives special education services may be made only by a duly constituted admission, review, and dismissal (ARD) committee. Any disciplinary action regarding the student shall be determined in accordance with federal law and regulations.

**Sec. 6.10.2. REMOVAL FOR TEN DAYS OR LESS**

A student with a disability who violates the **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** Student Code of Conduct may be moved from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days, to the extent those alternatives are applied to children without disabilities.

**Sec. 6.10.2.1. Tuition-Free Program**

ILTexas is required to provide services during the period of removal if ILTexas provides services to a child without disabilities who is similarly removed.

**Sec. 6.10.3. SUBSEQUENT REMOVALS OF TEN DAYS OR LESS**

ILTexas personnel may remove the student for additional removals of not more than ten consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement.

**Sec. 6.10.3.1. Services During Removal**

After a student has been removed from his or her current placement for ten school days in the same school year, during any subsequent removal of ten consecutive school days or less, school personnel, in consultation with at least one of the student’s teachers, shall determine the extent to which services are needed so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the student’s IEP.

**Sec. 6.10.4. NOTICE OF PROCEDURAL SAFEGUARDS**

Not later than the date on which the decision to take the disciplinary action is made, ILTexas shall notify the student’s parents of the decision and of all procedural safeguards.

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**Sec. 6.10.5. CHANGES IN PLACEMENT**

Any disciplinary action that would constitute a change in placement may be taken only after the student's ARD committee conducts a manifestation determination review.

For purposes of disciplinary removal of a student with a disability, a change in placement occurs if a student is:

1. Removed from the student's current educational placement for more than ten consecutive school days; or
2. Subjected to a series of removals that constitute a pattern because:
  - a. The series of removals total more than ten school days in a school year;
  - b. The student's behavior is substantially similar to the student's behavior in the previous incidents that resulted in the series of removals; and
  - c. Additional factors exist, such as the length of each removal, the total amount of time the student is removed, and the proximity of the removals to one another.

ILTexas determines, on a case-by-case basis, whether a pattern of removals constitutes a change in placement. ILTexas's determination is subject to review through due process and judicial proceedings.

ILTexas personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student who violates the Student Code of Conduct.

**Sec. 6.10.6. MANIFESTATION DETERMINATION**

Within ten school days of any decision to change the placement of a student because of a violation of the Student Code of Conduct, ILTexas, parents, and relevant members of the ARD committee (as determined by the parent and ILTexas) shall review all relevant information in the student's file, including the student's IEP, any teacher observations, and any relevant information provided by the parents to determine whether the conduct in question was:

1. Caused by, or had a direct and substantial relationship to, the student's disability; or
2. The direct result of ILTexas's failure to implement the IEP.

If ILTexas, the parent, and relevant members of the ARD committee determine that either of the above is applicable, the conduct shall be determined to be a manifestation of the student's disability.

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**Sec. 6.10.6.1. Not a Manifestation**

If the determination is that the student's behavior was not a manifestation of the student's disability, school personnel may apply the relevant disciplinary procedures to the student in the same manner and for the same duration as for students without disabilities. The ARD committee shall determine the interim alternative educational setting.

Sec. 6.10.6.1.1. Services During Removal

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

**Sec. 6.10.6.2. Manifestation**

If ILTexas, the parents, and relevant members of the ARD committee determine that the conduct was a manifestation of the student's disability, the ARD committee shall:

1. Conduct a functional behavioral assessment (FBA), unless ILTexas had conducted an FBA before the behavior that resulted in the change in placement occurred, and implement a behavioral intervention plan (BIP) for the student; or
2. If a BIP has already been developed, review the BIP and modify it, as necessary, to address the behavior.

Except as provided at SPECIAL CIRCUMSTANCES, below, the ARD committee shall return the student to the placement from which the student was removed, unless the parent and ILTexas agree to a change in placement as part of the modification of the BIP.

**Sec. 6.10.6.3. Special Circumstances**

ILTexas personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the student's disability, if the student:

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1. Carries or possesses a weapon to or at school, on school premises, or to or at a school function under the jurisdiction of TEA or ILTexas; or
2. Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school, on school premises, or at a school function under the jurisdiction of TEA or ILTexas;
3. Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of TEA or ILTexas.

The ARD committee shall determine the interim alternative education setting.

**Sec. 6.10.6.4. Services During Removal**

The student must:

1. Continue to receive educational services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the student's IEP.
2. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur.

These services may be provided in an interim alternative educational setting.

**Sec. 6.10.7. APPEALS**

A parent who disagrees with a placement decision or the manifestation determination may request a hearing. Additionally, ILTexas may request a hearing if it believes that maintaining a current placement of a student is substantially likely to result in injury to the student or others.

**Sec. 6.10.7.1. Placement During Appeals**

When an appeal has been requested by a parent or ILTexas, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the student's assignment to the alternative setting, whichever occurs first, unless the parent ILTexas agree otherwise.

**Sec. 6.10.8. REPORTING CRIMES**

Federal law does not prohibit ILTexas from reporting a crime committed by a student with a disability to appropriate authorities. If ILTexas reports a crime, ILTexas shall ensure that copies of the special education and disciplinary records of the student are transmitted for consideration by



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the appropriate authorities to whom ILTexas reported the crime. ILTexas may transmit records only to the extent permitted by the Family Educational Rights and Privacy Act (FERPA).

**Sec. 6.10.9. STUDENTS NOT YET IDENTIFIED**

A student who has not been determined to be eligible for special education and related services and who has engaged in behavior that violated the Student Code of Conduct may assert any of the protections provided for in the IDEA if ILTexas had knowledge that the student had a disability before the behavior that precipitated that disciplinary action occurred.

**Sec. 6.10.9.1. School Knowledge**

ILTexas shall be deemed to have knowledge that a student has a disability if, before the behavior that precipitated the disciplinary action occurred:

1. The parent of the student expressed concern in writing to ILTexas supervisory or administrative personnel, or to the teacher of the student, that the student was in need of special education and related services;
2. The parent requested an evaluation of the student for special education and related services; or
3. The student's teacher, or other ILTexas personnel, expressed specific concerns about a pattern of behavior demonstrated by the student directly to the special education director or to other ILTexas supervisory personnel.

**Sec. 6.10.9.2. Exception**

ILTexas shall not be deemed to have knowledge that the student had a disability if:

1. The parent has not allowed an evaluation of the student;
2. The parent has refused services; or
3. The student has been evaluated and it was determined that the student did not have a disability.

If ILTexas does not have knowledge, before taking disciplinary measures, that a student has a disability, the student may be subjected to the same disciplinary measures applied to students without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation during the time period in which the student is subjected to disciplinary measures, the evaluation shall be conducted in an expedited manner. Until the evaluation is completed, the student shall remain in the educational placement determined by school authorities, which can include suspension or expulsion without educational services.

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**Sec. 6.10.10. BEHAVIOR MANAGEMENT TECHNIQUES**

It is ILTexas's policy to treat all students with dignity and respect, including students with disabilities who receive special education services. Any behavior management technique and/or discipline management practice must be implemented in such a way as to protect the health and safety of the student and others. No discipline management practice may be calculated to inflict injury, cause harm, demean, or deprive the student of basic human necessities.

**Sec. 6.10.10.1. Exceptions**

Education Code 37.0021 (regarding use of confinement, seclusion, restraint, and time-out) does not apply to:

1. A peace officer, while performing law enforcement duties;
2. An educational services provider with whom a student is placed by a judicial authority, unless the services are provided in a ILTexas educational program.

Further, Education Code 37.0021 does not prevent a student's locked, unattended confinement in an emergency situation while awaiting the arrival of law enforcement personnel if:

1. The student possesses a weapon; and
2. The confinement is necessary to prevent the student from causing bodily harm to the student or another person.

For these purposes, "weapon" includes any weapon described under Education Code 37.007(a)(1).

**Sec. 6.10.11. CONFINEMENT**

A student with a disability who receives special education services may not be confined in a locked box, locked closet, or other specially designed locked space as either a discipline management practice or a behavior management technique.

**Sec. 6.10.12. SECLUSION**

A ILTexas employee or volunteer or an independent contractor of ILTexas may not place a student in seclusion. "Seclusion" means a behavior management technique in which a student is confined in a locked box, locked closet, or locked room that:

1. Is designed solely to seclude a person; and
2. Contains less than 50 square feet of space.

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**Sec. 6.10.13. RESTRAINT**

A ILTexas employee, volunteer, or independent contractor may use restraint only in an emergency and with the following limitations:

1. Restraint shall be limited to the use of such reasonable force as is necessary to address the emergency.
2. Restraint shall be discontinued at the point at which the emergency no longer exists.
3. Restraint shall be implemented in such a way as to protect the health and safety of the student and others.
4. Restraint shall not deprive the student of basic human necessities.

“Restraint” means the use of physical force or a mechanical device to significantly restrict the free movement of all or a portion of a student’s body.

“Emergency” means a situation in which a student’s behavior poses a threat of:

1. Imminent, serious physical harm to the student or others; or
2. Imminent, serious property destruction.

**Sec. 6.10.13.1. Training**

Training for ILTexas employees, volunteers, or independent contractors regarding the use of restraint shall be provided according to the requirements set forth at 19 TAC 89.1053(d).

**Sec. 6.10.13.2. Documentation**

In a case in which restraint is used, ILTexas employees, volunteers, or independent contractors shall implement the documentation requirements set forth at 19 TAC 89.1053(e).

**Sec. 6.10.14. TIME-OUT**

A ILTexas employee, volunteer, or independent contractor may use time-out with the following limitations.

1. Physical force or threat of physical force shall not be used to place a student in time-out.
2. Time-out may only be used in conjunction with an array of positive behavior intervention strategies and techniques and must be included in the student’s IEP and/or BIP if it is utilized on a recurrent basis to increase or decrease targeted behavior.

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**DISCIPLINE AND RESTRAINT & TIME-OUT**

3. Use of time-out shall not be implemented in a fashion that precludes the ability of the student to be involved in and progress in the general curriculum and advance appropriately toward attaining the annual goals specified in the student's IEP.

“Time-out” means a behavior management technique in which, to provide a student with an opportunity to regain self-control, the student is separated from other students for a limited period in a setting:

1. That is not locked; and
2. From which the exit is not physically blocked by furniture, a closed door held shut from the outside, or another inanimate object.

**Sec. 6.10.14.1. Training**

Training for ILTexas employees, volunteers, or independent contractors regarding the use of time-out shall be provided according to the requirements set forth at 19 TAC 89.1053(h).

**Sec. 6.10.14.2. Documentation**

Necessary documentation or data collection regarding the use of time-out, if any, must be addressed in the IEP or BIP. The ARD committee must use any collected data to judge the effectiveness of the intervention and provide a basis for making determinations regarding its continued use.

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**BOARD POLICY MANUAL**

**POLICY GROUP 6 - SPECIAL EDUCATION**

**DISTRICT AND CAMPUS IMPROVEMENT PLANS**

**District and Campus Improvement Plan**

It is the policy of **INTERNATIONAL LEADERSHIP OF TEXAS** to annually conduct a comprehensive needs assessment and to conduct district and campus improvement plans, if required by state and federal funding requirements.

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**BOARD POLICY MANUAL**

**POLICY GROUP 6 - SPECIAL EDUCATION**

**DYSLEXIA**

**Sec. 6.12.1. DYSLEXIA AND RELATED DISORDERS**

The Board shall ensure that procedures for identifying and providing appropriate instructional services to students for dyslexia and related disorders are implemented by **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)**. These procedures shall be implemented in accordance with the State Board of Education’s *Dyslexia Handbook: Procedures Concerning Dyslexia and Related Disorders (Dyslexia Handbook)*.

**Sec. 6.12.2. IDENTIFICATION AND TESTING**

Screening should be done only by individuals or professionals who are trained to assess students for dyslexia and related disorders.

Before an identification or assessment procedure is used selectively with an individual student, ILTexas must notify the student’s parent or guardian or another person standing in parental relation to the student.

A process for early identification, intervention, and support for students at risk for dyslexia and related disorders must be available, as outlined in the *Dyslexia Handbook*. The program must include a screening at the end of each school year for all kindergarten and first grade students.

**Sec. 6.12.3. TREATMENT**

ILTexas shall provide each identified student access at his or her campus to instructional programs and to the services of a teacher trained in dyslexia and related services. ILTexas may, with the approval of each student’s parents or guardians, offer additional services at a centralized location, so long as such centralized services do not preclude each student from receiving services at his or her campus.

**Sec. 6.12.3.1. Reading Program**

ILTexas shall purchase a reading program or develop its own reading program for students with dyslexia and related disorders that is aligned with the descriptors found in the *Dyslexia Handbook*.

Teachers who screen and treat these students must be trained in instructional strategies that utilize individualized, intensive, multi-sensory, phonetic methods and a variety of writing and spelling components described in the *Dyslexia Handbook*. The professional development activities specified by each school and/or campus planning committee shall include these instructional strategies.

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**DYSLEXIA**

**Sec. 6.12.3.2. Reassessment**

Unless otherwise provided by law, a student determined to have dyslexia during testing or accommodated because of dyslexia may not be retested for dyslexia for the purpose of reassessing the student's need for accommodations until ILTexas reevaluates the information obtained from previous testing of the student.

**Sec. 6.12.4. PARENTAL NOTIFICATIONS**

ILTexas shall inform parents and guardians of students eligible under Section 504 of all services and options available to the student under that law.

**Sec. 6.12.5. PARENT EDUCATION PROGRAM**

ILTexas shall develop and provide a parent education program for parents and guardians of students with dyslexia and related disorders. This program should include:

- Awareness of characteristics of dyslexia and related disorders;
- Information on testing and diagnosis of dyslexia;
- Information on effective strategies for teaching dyslexic students; and
- Awareness of information on modification, especially modifications allowed on standardized testing.

Education Code 38.003; 19 TAC 74.28.

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**EVALUATION - ELIGIBILITY**

**Sec. 6.13.1. ELIGIBILITY CRITERIA**

A student that is at least 3 years old but not more than 21 years of age may be eligible for special education services. Through an evaluation, if a student is found to have a disability in one of the following categories, and has an educational need, they may be found eligible for special education:

1. Intellectual Disability
2. Hearing impairment
3. Visual Impairment
4. Speech or Language impairment
5. Emotional disturbance
6. Orthopedic impairment
7. Other health impairment
8. Traumatic brain injury
9. Deaf-blindness
10. Specific Learning Disability
11. Autism
12. Developmental delay
13. Multiple Disabilities

(34 CFR § 300.008)

Additionally, a student is eligible to participate in the special education program of **INTERNATIONAL LEADERSHIP OF TEXAS** (“ILTexas”) if the student is not more than 21 years of age and has a visual or auditory impairment that prevents the student from being adequately or safely educated in public school without the provision of special services. (TEC §29.003)

**Sec. 6.13.2. DETERMINING ELIGIBILITY**

Following the completion of the full and individual initial evaluation, the student’s admission, review, and dismissal (ARD) committee must make an eligibility determination. The ARD committee members reviewing evaluations and date to determine eligibility must include a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience, and a licensed or certified professional for a specific eligibility category defined below. (19 TAC §89.1040)

When interpreting evaluation data for the purpose of determining if a student is a student with a disability under § 300.8, and the educational needs of the student, ILTexas shall:

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**EVALUATION - ELIGIBILITY**

1. Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, and teacher recommendations, as well as information about the child's physical condition, social or cultural background, and adaptive behavior; and
2. Ensure that information obtained from all of these sources is documented and carefully considered.

If a student is determined to be a student with a disability and needs special education and related services, an IEP must be developed for the student in accordance with §§ 300.320 through 300.324. (34 CFR §300.306)

A student is not eligible for special education services through the evaluation, if a student is found to only need related services. A student cannot be found eligible for services if the determinant factor for that determination is lack of appropriate instruction in reading, including in the essential components of reading instruction, lack of appropriate instruction in math, or limited English proficiency. (34 CFR §300.306(b))

For children aged three through nine, or any subset of that age range, may be a child with a disability if the student is:

1. experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: Physical development, cognitive development, communication development, social or emotional development, or adaptive development; and
2. needs special education and related services.

(34 CFR §300.8(b))

**Sec. 6.13.3. INTELLECTUAL DISABILITY**

A student qualifies as a student with an intellectual disability if the student has significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, that adversely affects a student's educational performance. (34 CFR §300.8(c)(6); 19 TAC §89.1040(c)(5))

**Sec. 6.13.4. SPEECH OR LANGUAGE IMPAIRMENT**

A communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects a child's educational performance. The evaluation team shall include a certified speech and hearing therapist, a certified speech and language therapist, or a licensed speech/language pathologist. (34 CFR §300.8(c)(11); 19 TAC 89.1040(c)(10))

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. PG-6.13****BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****EVALUATION - ELIGIBILITY****Sec. 6.13.5. EMOTIONAL DISTURBANCE**

A student may be eligible for services as a student with an emotional disturbance if they exhibit one or more of the following characteristics over a long period of time and to a marked degree that adversely affects a child's educational performance:

1. An inability to learn that cannot be explained by intellectual, sensory, or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior or feelings under normal circumstances;
4. A general pervasive mood of unhappiness or depression; or
5. A tendency to develop physical symptoms or fears associated with personal or school problems.

Emotional disturbance includes schizophrenia, but does not include children who are socially maladjusted, unless it is determined that they have an emotional disturbance. A written evaluation must include recommendations for behavior intervention strategies. (34 CFR §300.8(c)(4); 19 TAC §89.1040(c)(4))

**Sec. 6.13.6. ORTHOPEDIC IMPAIRMENT**

A severe orthopedic impairment, including impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). If the impairment adversely impacts a student's educational performance, the student is eligible under this category. (34 CFR §300.8(c)(8); 19 TAC §89.1040(10))

The multidisciplinary team determining eligibility must include a licensed physician. (19 TAC §89.1040(10))

**Sec. 6.13.7. OTHER HEALTH IMPAIRMENT (OHI)**

A student with limited strength, vitality, or alertness, including a heightened alertness to environmental stimuli caused by chronic or acute health problems such as:

1. Asthma
2. Attention Deficit Disorder or Attention Deficit Hyperactivity Disorder
3. Diabetes
4. Epilepsy
5. Heart Condition
6. Hemophilia

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7. Lead poisoning
8. Leukemia
9. Nephritis
10. Rheumatic Fever
11. Sickle Cell Anemia
12. Tourette Syndrome

If the health condition limits alertness in the educational environment and adversely impacts a student's learning, he or she is eligible for OHI. In determining eligibility, ILTexas shall must include a licensed physician on the multidisciplinary team.

**Sec. 6.13.8. TRAUMATIC BRAIN INJURY**

An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

ILTexas shall include a licensed physician, and a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified or licensed practitioner with experience and training in this area to review the data and determine eligibility. (19 TAC §89.1040(11))

**Sec. 6.13.9. HEARING OR AUDITORY IMPAIRMENT AND DEAFNESS**

A student with an impairment in hearing, whether permanent or fluctuating, that adversely affects a student's educational performance but is not included under the definition of deafness.

The student's evaluation must include an otological examination performed by an otologist or by a licensed medical doctor, with documentation that an otologist is not reasonably available. ILTexas shall also conduct an audiological evaluation by a licensed audiologist. The evaluation must include a description of the implications of the hearing loss for the student's hearing in a variety of circumstances with or without recommended amplification. (34 CFR §300.8(c)(5); 19 TAC 89.1040(c)(3))

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**EVALUATION - ELIGIBILITY**

**Sec. 6.13.10. DEAFNESS**

Deafness is a hearing impairment that is so severe that the student is impaired in processing linguistic information through hearing, with or without amplification that adversely affects a student's educational performance. (34 CFR §300.8(c)(3))

**Sec. 6.13.11. VISUAL IMPAIRMENT INCLUDING BLINDNESS**

An impairment in vision that, even with correction, adversely affects a student's educational performance. The term includes both partial sight and blindness. (34 CFR 300.8(c)(13).

A student with a visual impairment is one who:

1. has been determined by a licensed ophthalmologist or optometrist to have no vision or to have a serious visual loss after correction; or to have a progressive medical condition that results in no vision or a serious visual loss after correction.
2. has been determined by the following evaluations to have a need for special services, including:
  - a. a functional vision evaluation by a professional certified in the education of students with visual impairments or a certified orientation and mobility instructor. The evaluation must include the performance of tasks in a variety of environments requiring the use of both near and distance vision and recommendations concerning the need for a clinical low vision evaluation and an orientation and mobility evaluation;
  - b. a learning media assessment by a professional certified in the education of students with visual impairments. The learning media assessment must include recommendations concerning which specific visual, tactual, and/or auditory learning media are appropriate for the student and whether or not there is a need for ongoing evaluation in this area.

(19 TAC 89.1040(12)(A))

Through evaluation, ILTexas should state the student's visual loss in exact measures of visual field and corrected visual acuity at a distance and at close range in each eye by a licensed ophthalmologist or optometrist. The report should also include prognosis whenever possible. If exact measures cannot be obtained, the eye specialist must so state and provide best estimates.

A student that qualifies as a student with a visual impairment is considered functionally blind if, based on the preceding evaluations, the student will use tactual media (which includes Braille) as a primary tool for learning to be able to communicate in both reading and writing at the same level of proficiency as other students of comparable ability. (19 TAC §89.1040(12)(B))

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**Sec. 6.13.12. DEAF-BLINDNESS**

A student is eligible under deaf-blindness if identified with hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational needs that they cannot be accommodated in special education programs solely for students with deafness or students with blindness. (34 CFR §300.8(c)(2))

In addition to the IDEA requirements, a student may be eligible if a student is found to:

1. meet the eligibility criteria for auditory impairment specified in subsection 19 TAC §89.1040(c)(3) and visual impairment specified in subsection 19 TAC §89.1040 (c)(12);
2. meet the eligibility criteria for a student with a visual impairment and has a suspected hearing loss that cannot be demonstrated conclusively, but a speech/language therapist, a certified speech and language therapist, or a licensed speech language pathologist indicates there is no speech at an age when speech would normally be expected;
3. have documented hearing and visual losses that, if considered individually, may not meet the requirements for auditory impairment or visual impairment, but the combination of such losses adversely affects the student's educational performance; or
4. have a documented medical diagnosis of a progressive medical condition that will result in concomitant hearing and visual losses that, without special education intervention, will adversely affect the student's educational performance.

(19 TAC §89.1040(c))

**Sec. 6.13.13. SPECIFIC LEARNING DISABILITY**

Specific learning disability includes a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. (34 CFR §300.8(c)(10))

In addition to being identified as having a disorder that impacts a basic psychological process, ILTexas shall also show that the student does not achieve adequately for the student's age or meet state-approved grade-level standards in oral expression, listening comprehension, written expression, basic reading skill, reading fluency skills, reading comprehension, mathematics calculation, or mathematics problem solving when provided appropriate instruction, as indicated by performance on multiple measures such as in-class tests; grade average over time (e.g. six weeks, semester); norm- or criterion- referenced tests; statewide assessments; or a process based on the child's response to scientific, research-based intervention.

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ILTexas's evaluation must also show that the student:

1. does not make sufficient progress when provided a process based on the student's response to scientific, research-based intervention (as defined in 20 USC, §7801(37)), as indicated by the student's performance relative to the performance of the student's peers on repeated, curriculum-based assessments of achievement at reasonable intervals, reflecting student progress during classroom instruction; or
2. the student exhibits a pattern of strengths and weaknesses in performance, achievement, or both relative to age, grade-level standards, or intellectual ability, as indicated by significant variance among specific areas of cognitive function, such as working memory and verbal comprehension, or between specific areas of cognitive function and academic achievement.

(19 TAC §89.1040(c)(9))

A specific learning disability does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage. (34 CFR §300.8(c)(10))

Prior to identifying a student as one with a learning disability, ILTexas shall ensure that the suspected disability is not due to lack of educational opportunity or lack of appropriate instruction. ILTexas shall consider data that shows the student has received appropriate instruction in math and reading in the general education setting. ILTexas shall also consider documentation of repeated assessments of achievement at reasonable intervals, reflecting formal evaluation of student progress during instruction. This may include, but is not limited to, RTI progress results, in-class tests on grade-level curriculum, or other regularly administered assessments. Intervals are considered reasonable if consistent with the assessment requirements of a student's specific instructional program. (19 TAC §89.1040(c)(9))

#### **Sec. 6.13.14. AUTISM**

A student with autism is one that meets the criteria outlined in 34 CFR §300.8(c)(1) of the IDEA. It also includes students with pervasive developmental disorders. (19 TAC 89.1040(c)(1))

Under IDEA, autism is a developmental disability significantly affecting a student's verbal and nonverbal communication and social interactions that adversely affects a student's educational performance. Engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences are often associated with autism. Characteristics of autism are generally evident before age three. A child who manifests the characteristics of autism after age three could be identified as having autism if the student meets the above criteria also defined in 34 CFR §300.8(c)(1)(i).

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A student does not meet the eligibility category for autism if a student's educational performance is adversely affected primarily because the student has an emotional disturbance, as defined above and in 34 CFR §300.8(c)(4). (34 CFR §300.8(c)(1)).

The written evaluation determining eligibility under autism must include recommendations for behavior interventions. (19 TAC 89.1040(c)(1))

**Sec. 6.13.15. MULTIPLE DISABILITIES**

A student may qualify as a student with multiple disabilities if they are identified to have a combination of impairments (such as mental retardation-blindness or mental retardation-orthopedic impairment) and the combination causes such severe educational needs that they cannot be accommodated in special education programs solely for one of the impairments. Multiple disabilities does not include deaf-blindness. (34 CFR §300.8(c)(7))

The impairments must be expected to continue indefinitely and the impairments must severely limit performance in two or more of the following:

1. psychomotor skills
2. self-care skills
3. communication
4. social and emotional development, or
5. cognition

A student that qualifies for more than one impairment, but does not severely impair performance in one of the above categories, or is not expected to continue indefinitely, does not qualify as a student with multiple disabilities. (19 TAC §89.1040(c)(6))



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**EVALUATION**

**Sec. 6.14.1. FULL AND INDIVIDUAL EVALUATION (FIE)**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall ensure that upon completion of the administration of such tests and other evaluation materials administered according to the evaluation procedures of the IDEA, and preparation of the written report, the ARD committee determines if the student is a student with a disability under state and federal standards.

ILTexas shall conduct a full and individual initial evaluation (FIE) prior to providing special education and related services to any student. All students must be evaluated in accordance with the IDEA and Texas Education Code.

ILTexas shall have in place procedures to ensure that testing and evaluation materials and procedures utilized for the purposes of evaluation and placement of students with disabilities are selected and administered so as to not be racially, culturally, or gender discriminatory. Assessment and procedures shall be provided and administered in the student’s native language or most proficient mode of communication and in the form most likely to yield accurate information on what the student knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so. (34 CFR §300.301; TEC §29.310)

All implementing assessment procedures must differentiate between language proficiency and handicapping condition. Additionally, placement procedures must ensure that placement in a bilingual education or English as a second language program is not refused solely because the student has a disability. (19 TAC §89.1230)

No single procedure shall be the sole criterion for determining whether a student is a student with a disability or for determining an appropriate education program for a student with a disability. The evaluation must be sufficiently comprehensive to identify all of the student’s special education and related services’ needs. Each student must be evaluated in all suspected areas of disability. (34 CFR §§300.301 and 300.304; TEC §29.310)

All assessments must be administered in accordance with the instructions provided and by a trained and knowledgeable person. (34 CFR §§300.301 and 300.304)

**Sec. 6.14.2. TIMELINE**

If parent provides a written request for an evaluation to the school’s director of special education services or to a district administrative employee, ILTexas shall within 15 school days (1) provide the parent with prior written notice of its proposal to conduct an evaluation, a copy of the procedural safeguards, and an opportunity to give written consent for the evaluation, or (2) provide prior written notice and procedural safeguards if the school is denying the request for evaluation. (TEC §29.004(c)).

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A written FIE report must be completed not later than the 45th school day following the date on which ILTexas receives written consent for the evaluation, signed by the student's parent or legal guardian. If the student is absent for more than three days in that time period, the timeline must be extended by the number of days the student was absent. (TEC §29.004(a))

This time frame shall not apply if:

1. A student enrolls in the current school after the relevant time frame has begun and before the previous school made a determination as to whether the student has a disability, but only if the current school is making sufficient progress to ensure a prompt completion of the evaluation and the parent and current school agree to a specific time for completion of the evaluation; or
2. The parent repeatedly fails or refuses to produce the student for the evaluation.

(34 CFR §300.301(d))

Following the completion of the FIE, the ARD committee must meet within 30 calendar days from the date of completion to review and determine eligibility. (TEC 29.004). If the 30th day falls during the summer and school is not in session, the student's ARD committee has until the first day of classes in the fall to finalize decisions concerning the student's initial eligibility determination, IEP, and placement, unless the full individual and initial evaluation indicates that the student will need extended school year services during that summer.

If the student is an English language learner, the language proficiency assessment committee (LPAC) must also attend the meeting to determine services. (19 TAC §89.1230)

If ILTexas receives written consent for an FIE from a student's parent or guardian at least 35 but less than 45 school days before the last instructional day of the school year, the evaluation must be completed and the written report of the evaluation must be provided to the parent or legal guardian not later than June 30 of that year. The ARD committee must meet by the 15th school day of the following school year to consider the evaluation.

If ILTexas receives written consent signed by a student's parent or legal guardian less than 35 school days before the last instructional day of the school year or if the school receives the written consent at least 35 but less than 45 school days before the last instructional day of the school year but the student is absent from school during that period on three or more days, the FIE must be completed not later than the 45th school day after receiving consent.

School days do not include days following the last instructional day of the spring term and before the first day of the fall term.

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**EVALUATION**

(TEC 29.004)

**Sec. 6.14.3. SPECIFIC LEARNING DISABILITY EVALUATION**

The Texas Education Agency (TEA) cannot require ILTexas to use the severe discrepancy between intellectual ability and achievement for determining whether a student has a specific learning disability. TEA must permit the use of a process based on the child's response to scientific, research-based intervention; and may permit the use of other alternative research-based procedures for determining whether a student has a specific learning disability.

(34 CFR §300.307)

The evaluation process for specific learning disability includes an observation of the child in the learning environment, including the regular classroom setting, to document academic performance and behavior in the areas of difficulty. 34 CFR § 300.310 (a).

**Sec. 6.14.4. FUNCTIONAL BEHAVIOR ASSESSMENT (FBA)**

A functional behavior assessment (FBA) may be necessary for a student whose behavior impedes their education. Prior to completing an FBA, ILTexas shall get consent from the parent. (34 CFR §§300.9)

If an ARD committee determines a change of placement is necessary due to the student's behavior, it must conduct an FBA and implement a BIP. If an FBA was already completed, the ARD committee must review and update the BIP. (34 CFR §300.350(f))

**Sec. 6.14.5. REVIEW OF EXISTING EVALUATION DATA (REED)**

A Review of Existing Evaluation Data (REED) is required as part of an initial evaluation, if appropriate, and as part of any reevaluation. The REED must be conducted by the admission, review, and dismissal (ARD) committee members and other qualified professionals, as appropriate. The ARD committee members may conduct the review without a meeting.

The REED must include a review of the following:

- Evaluations and information provided by the parents of the student;
- Current classroom-based, local, or State assessments, and classroom-based observations; and
- Observations by teachers and related services providers.

On the basis of that review, and input from the student's parents, the ARD committee members must identify what additional data, if any, are needed to determine:

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**EVALUATION**

- Whether the student is a student with a disability, and the educational needs of the student, or, in case of a reevaluation of a student, whether the student continues to have such a disability and the educational needs of the student;
- Whether the student needs special education and related services, or in the case of a reevaluation of a student, whether the student continues to need special education and related services;
- The present levels of academic achievement and related developmental needs of the student; and
- Whether any additions or modifications to the special education and related services are needed to enable the student to meet the measurable annual goals set out in the individualized education program (IEP) of the student and to participate, as appropriate, in the general education curriculum.

ILTexas shall administer any assessments or other evaluation measures needed to produce the data identified by the REED in accordance with applicable procedural requirements regarding notice and consent.

If additional data is not needed, the ARD committee must notify the parent of the determination decision and provide information about the parent's right to request additional assessments to determine student needs and eligibility. (34 CFR §300.305)

ILTexas shall conduct a reevaluation of the student if the school determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation or if the child's parent or teacher requests a reevaluation. A reevaluation may not occur more than once per year, unless agreed to by the school and the parent. A reevaluation must occur at least every three years, unless the school and parent agree the evaluation is unnecessary. (34 CFR §300.303).

**Sec. 6.14.6. CHANGE IN ELIGIBILITY**

ILTexas shall evaluate a student with a disability before determining a student is no longer eligible for special education and related services.

An evaluation is not required if a student is no longer eligible due to graduation or exceeding the age eligibility in Texas. ILTexas shall create a summary of performance and include recommendations on how to assist the student in meeting postsecondary goals. (34 CFR §300.305(e))

**BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****EVALUATION****Sec. 6.14.7. CONSIDERATION OF SERVICES PROVIDED IN REGULAR EDUCATION SETTING**

To ensure that underachievement in the student suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group of qualified professionals, as part of a full and individual evaluation, must consider

- Data that demonstrate that prior to, or as part of, the referral process, the student was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of progress during instruction, which was provided to the student's parents. (34 CFR 300.309(b))

**Sec. 6.14.8. COORDINATION OF EVALUATIONS WITH PRIOR AND SUBSEQUENT SCHOOLS**

The school shall ensure that evaluations of students who transfer from one LEA to another in the same academic year are coordinated with the student's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations. (20 U.S.C. 1414(b)(3)(D))

**Sec. 6.14.9. PSYCHOLOGICAL EXAMINATIONS AND TESTS**

On request of a child's parent, before obtaining the parent's consent for the administration of any psychological examination or test to the child as part of the evaluation of the child's need for special education, ILTexas shall provide to the child's parent:

1. The name and type of the examination or test; and
2. An explanation of how the examination or test will be used to develop an appropriate IEP for the child.

If ILTexas determines that an additional examination or test is required for the evaluation of a child's need for special education, ILTexas shall provide the information above to the parent regarding the additional examination or test and shall obtain additional consent for the examination of test. Education Code 29.0041(a), (b).

If ILTexas determines that an additional examination or test is required for the evaluation, ILTexas shall provide the information required by Education Code 29.0041(a) and shall obtain parental consent. If a parent does not give consent within 20 calendar days after the School provides the information, the parent's consent is considered denied.



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The time required for ILTexas to provide information and seek consent may not be counted toward the timeframe for completion of an evaluation. Education Code 29.0041.

**Sec. 6.14.10. EXTENSION OF TIMELINES**

For a specific learning disability, the timelines for evaluation under this policy may be extended by mutual written agreement of the student's parents and the admission, review, and dismissal (ARD) committee. (34 CFR 300.309(c))

**Sec. 6.14.11. EVALUATION CONDUCTED PURSUANT TO A SPECIAL EDUCATION DUE PROCESS HEARING**

A special education hearing officer in an impartial due process hearing brought under 20 U.S.C. §1415 may issue an order or decision that authorizes one or more evaluations of a student who is eligible for, or who is suspected as being eligible for, special education services. Such an order or decision authorizes the evaluation of the student without parental consent as if it were a court order for purposes of any State or federal law providing for consent by order of a court. (TEC §29.016)

**Sec. 6.14.12. INDEPENDENT EDUCATIONAL EVALUATIONS**

The parent of a student with a disability has the right to obtain an independent educational evaluation (IEE) of the parent's child if the parent disagrees with the evaluation of the student that was obtained by the open-enrollment charter school.

If the parent requests an IEE, ILTexas must provide the parent with information about where the parent may obtain an independent educational evaluation and about the open-enrollment charter school's criteria that apply to IEE.

**Sec. 6.14.13. DEFINITIONS**

Independent educational evaluation (IEE) means an evaluation conducted by a qualified examiner who is not employed by the school responsible for the education of a student.

Public expense means that the open-enrollment charter school either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA, which allow each State to use whatever State, local, Federal, and private sources of support are available in the State to meet the requirements of Part B of IDEA.

(34 CFR §300.502)

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**Sec. 6.14.14. RIGHT TO EVALUATION AT PUBLIC EXPENSE**

The parent has the right to request an IEE of the parent's child at public expense if the parent disagrees with an evaluation of the student completed by ILTexas.

If the parent requests an IEE, ILTexas must respond to the parent by either:

1. without unnecessary delay, file a due process complaint to request a hearing to show that its evaluation of the student is appropriate; or
2. provide an IEE at public expense, unless the open-enrollment charter school demonstrates in a due process hearing that the evaluation of the student that the parent obtained did not meet the open-enrollment charter school's criteria.

If ILTexas requests a hearing and the final decision is that the open-enrollment charter school's evaluation of the student is appropriate, the parent still has the right to an IEE, but not at public expense.

If the parent requests an IEE of the student, ILTexas may ask why the parent objects to the evaluation of the student obtained by ILTexas; however, ILTexas may not require an explanation and may not unreasonably delay either providing the IEE of the student at public expense or filing a due process complaint to request a due process hearing to defend ILTexas's evaluation of the student.

The parent is entitled to only one IEE of the student at public expense each time the open-enrollment charter school conducts an evaluation of the student with which the parent disagrees. (34 CFR §300.502)

**Sec. 6.14.15. PARENT-INITIATED EVALUATIONS**

If the parent obtains an independent educational evaluation (IEE) of the student at public expense or the parent shares with ILTexas an evaluation of the student that the parent obtained at private expense:

1. the open-enrollment charter school must consider the results of the evaluation of the student, if it meets ILTexas's criteria for IEE, in any decision made with respect to the provision of a free appropriate public education (FAPE) to the student; and
2. the parent or ILTexas may present the evaluation as evidence at a due process hearing regarding the student.

(34 CFR §300.502)

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**Sec. 6.14.16. REQUESTS FOR EVALUATIONS BY HEARING OFFICERS**

If a hearing officer requests an IEE of the student as part of a due process hearing, the cost of the evaluation must be at public expense.

**Sec. 6.14.17. OPEN-ENROLLMENT CHARTER SCHOOL CRITERIA**

The criteria under which the independent evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the public agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent's right to an independent educational evaluation.

**Sec. 6.4.17.1 Location**

The evaluator conducting an IEE of a child with a disability at public expense must be located within a 100-mile radius of ILTexas. This will allow the evaluator access to ILTexas for observation of the student and access to the student's cumulative and special education eligibility folders.

**Sec. 6.4.17.1 Cost**

Parents are free to select whomever they choose to perform the IEE, so long as the examiner meets ILTexas's criteria. ILTexas will pay a fee for an IEE that allows a parent to choose from among qualified professionals in the area.

ILTexas will not pay unreasonably excessive fees. An unreasonably excessive fee is one which is 20% above the prevailing fees in the area as established by the Medicaid/Medicare Service Provider Manual for the specific test being considered.

Parents will be offered the opportunity to demonstrate to their child's ARD committee that unique circumstances exist which justify an IEE that does not meet ILTexas criteria outlined in this document.

When evaluators have a sliding scale fee based on parent income, ILTexas will pay the amount charged to the parent if the evaluator meets ILTexas criteria or ILTexas has approved the IEE that does not meet ILTexas criteria.

In the event a parent pursues an IEE independently or pursues an IEE provider that is not on ILTexas independent evaluator list, ILTexas will determine if the evaluator meets ILTexas criteria prior to authorizing payment or reimbursement. If payment will be authorized, an original billing form and an original written report with original signature must be submitted to ILTexas prior to payment.

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ILTexas will deny payment for an IEE conducted by an evaluator who does not meet ILTexas criteria. ILTexas will deny payment for an IEE that does not meet Texas Education Agency criteria for the specific disability identified.

If a hearing officer requests an IEE as part of a hearing on a due process complaint, the cost of the evaluation must be at public expense.

Travel costs for evaluators will not exceed ILTexas rates for travel as established by state guidelines.

A contract for an IEE between an evaluator and ILTexas will not exceed one year. All terms will become void after the expiration date of one year.

**Sec. 6.4.17.1 Evaluator Criteria**

The evaluator conducting the IEE must meet ILTexas criteria and possess comparable credentials to the examiner that conducted the evaluation that is in dispute.

Evaluators must possess current licensure/certification to conduct the evaluation and must provide copies of his or her license or certification with the evaluation, if not previously provided.

Evaluators must comply with all requirements specified in state and federal law, including those outlined in the professional board responsible for providing the license or certification.

Evaluators must meet the examiner qualifications for the tests administered as outlined by the test producer.

The evaluator will have access to the student's cumulative folder and special education folders in gathering information about the student.

The evaluator will have the ability to interview teachers and observe the student in the educational setting.

Prior to conducting the assessment, the evaluator agrees to submit to a national criminal history review and to provide any and all information necessary to secure the national criminal history review, including fingerprints and photographs, or other information required by Texas Education Code § 22.0834 concerning Contractor or Contractor's Subcontractors.

The evaluator agrees to conduct a thorough evaluation in the area(s) performed by ILTexas with which the parent disagrees.

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Copies of protocols must be provided to ILTexas.

The report must comply with all federal and state requirements, including addressing the presence or absence of a disability condition as defined under the Individuals with Disabilities Education Act (IDEA) and the Texas Education Code (TEC).

The evaluation must be provided to ILTexas upon completion.

Except for the criteria described above, an open-enrollment charter school may not impose conditions or timelines related to obtaining an IEE at public expense. (34 CFR 300.502(e))



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**FUNDING - FEDERAL FUNDING COMPLIANCE**

**IDEA, TITLE I**

**Sec. 6.15.1. COMPLIANCE**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall use IDEA Part B funds received to:

1. comply with the federal maintenance of effort (MOE) requirements;
2. supplement State, local and other federal funds and not supplant such funds; and
3. pay the excess costs of providing special education and related services to children with disabilities and must be used to supplement State, local, and other Federal funds.

(34 CFR §300.202, 20 USC §1413(a)(2)).

**Sec. 6.15.2. REDUCING LEVEL OF EXPENDITURES**

Funds provided to ILTexas will not be used to reduce the level of expenditures for the education of students with disabilities made by ILTexas below the level of those funds for the preceding year. (2 USC §1423(a)(2)(A)(iii), Appendix E to Part 300)

ILTexas may reduce the level of expenditures if the reduction is attributable to:

1. Voluntary departure, retirement, or departure for just cause of special education personnel
2. A decrease in enrollment of students with disabilities
3. The termination of the obligation of ILTexas to provide a special education program to a particular student with a disability that is an exceptionally costly program because the child left ILTexas, aged out of services, or no longer needs special education
4. The termination of costly expenditures for long-term purchases
5. The assumption of cost by the high cost fund operated by TEA

(34 CFR §300.204)

**Sec. 6.15.3. EXCESS EXPENDITURES**

Having complied with MOE and excess costs requirements, IDEA Part B funds provided to the school will be used for the following activities:

1. For the costs of special education and related services, and supplementary aids and services, provided in a regular class or other education-related setting to the child with a disability in accordance with the individualized education program (IEP) of the child, even if nondisabled children benefit from such services;
2. To develop and implement coordinated, early intervening educational services in compliance with the child find and administration requirements, including:

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- a. Early intervening services, which may include interagency financing structures, for children in kindergarten through grade 12 (with a particular emphasis on children in kindergarten through grade 3) who are not currently identified as needing special education or related services but who need additional academic and behavioral support to succeed in a general education environment;
- b. ILTexas may not use more than 15 percent of the amount received under IDEA Part B for any fiscal year, less any adjustments by ILTexas to local fiscal effort, if any, in combination with other amounts, which may include amounts other than education funds, to develop and implement coordinated, early intervening services; and
3. To establish and implement cost or risk-sharing funds, consortia, or cooperatives for ILTexas, or for ILTexas's working in a consortium of which ILTexas is a part, to pay for high-cost special education and related services.
4. ILTexas may use IDEA Part B funds to purchase appropriate technology for recordkeeping, data collection, and related case management activities of teachers and related services personnel providing services described in the IEP that is needed for the implementation of such case management activities.

(34 CFR §300.208)

**Sec. 6.15.4. EARLY INTERVENING SERVICES**

Funds made available for early intervening services, must supplement not supplant funds available under the ESEA. (34 CFR §300.226(e))

**Sec. 6.15.5. USE OF IDEA PART B FUNDS FOR TITLE 1 PROGRAMS**

Notwithstanding any other provisions related to commingling of funds, ILTexas may use IDEA Part B funds received for any fiscal year to carry out a Title 1, Part A school wide program under the ESEA, except that the amount may not exceed:

- the amount received by the school under IDEA Part B for that fiscal year; divided by
- the number of students with disabilities in the jurisdiction of the school; and multiplied by
- the number of students with disabilities participating in the school wide program.

(34 CFR §300.206; 20 USC §1413)

**Sec. 6.15.6. COMPLIANCE WITH FEDERAL FUNDING REQUIREMENTS: TITLE 1**

To the extent required under Title 1 of the Elementary and Secondary Education Act, ILTexas shall ensure equity among school programs in staff/student ratios and in expenditures of money for curriculum materials and instructional supplies. "Staff" shall include teachers, administrators, and

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**IDEA, TITLE I**

auxiliary personnel. In special programs, such as special education and bilingual education, a lower ratio may be maintained and more money may be spent as necessary to fulfill other legal requirements.

The parental involvement program shall be set up in accordance with requirements of Title 1 of the Elementary and Secondary Education Act, as applicable. Parental involvement is encouraged and required in the planning and decision-making process for the school and for the campus.

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**FUNDING – NONEDUCATIONAL SERVICES**

**Sec. 6.16.1. NONEDUCATIONAL COMMUNITY BASED SUPPORT SERVICES**

Students with disabilities and their families may be eligible to receive noneducational community based support services paid for by public funds.

The Texas Education Agency (TEA) is responsible for establishing procedures and criteria for the allocation of noneducational funds to open-enrollment charter schools for the provision of noneducational community-based support services to certain students with disabilities and their families so that those students may receive a free appropriate public education (FAPE) in the least restrictive environment. (TEC §29.013(a))

**INTERNATIONAL LEADERSHIP OF TEXAS** shall use any funds allocated under TEC §29.013 only for eligible students with disabilities who would remain or would have to be placed in residential facilities primarily for educational reasons without the provision of noneducational community-based support services. (TEC §29.013(b))

The support services may include in-home family support, respite care, and case management for families with a student who otherwise would have been placed by an open-enrollment charter school in a private residential facility. (TEC §29.013(c))

The provision of services under TEC §29.013 does not supersede or limit the responsibility of other agencies to provide or pay for costs of noneducational community-based support services to enable any student with disabilities to receive a FAPE in the least restrictive environment. Specifically, services provided under TEC §29.013 may not be used for a student with disabilities who is currently placed or who needs to be placed in a residential facility primarily for noneducational reasons. Funds cannot be used to cover services already required through the student's individual education program or for long-term care. (TEC §29.013(d))

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**FUNDING – SHARED SERVICES ARRANGEMENTS**

**Sec. 6.17.1. SHARED SERVICES ARRANGEMENT**

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC.** may enter into a written contract to jointly operate its special education programs. The contract must be approved by the Commissioner of Education. Funds to which the cooperating schools/charter schools are entitled may be allocated to the schools/charter schools jointly as shared services arrangement units or shared services arrangement funds in accordance with the shared services arrangement schools/charters' agreement. (TEC §29.007)



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**FUNDING – STATE ALLOTMENTS**

**Sec. 6.18.1. STATE FUNDING: SPECIAL ALLOTMENTS**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall maintain records of students participating in special programs in accordance with the Commissioner’s rules. (19 TAC §129.21)

**Sec. 6.18.2. SPECIAL EDUCATION ALLOTMENT**

Each open-enrollment charter school will receive an annual allotment equal to the adjusted basic allotment multiplied by 1.1 for each student receiving special education and related services in a mainstream instructional arrangement. For each full-time equivalent student receiving special education and related services in average daily attendance in an instructional arrangement other than a mainstream instructional arrangement, the open-enrollment charter school is entitled to an annual allotment equal to the adjusted basic allotment multiplied by a weight determined according to instructional arrangement as set forth in Section 42.151, Texas Education Code.

Funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, must be used in the special education program under Subchapter A, Chapter 29. (TEC §42.151(h))

**Sec. 6.18.3. COMPENSATORY EDUCATION ALLOTMENT**

ILTexas must use funds allocated under TEC §42.152(a) for a purpose authorized in TEC §42.152(c) but is not otherwise subject to Subchapter C (Compensatory Education Programs), Chapter 29, Texas Education Code governing compensatory educational programs. (TEC §42.152(c))

Funds allocated under TEC §42.152 shall be used to fund supplemental programs and services designed to eliminate any disparity in performance on assessment instruments administered under Subchapter B (School-Based Health Centers), Chapter 39, Texas Education Code or disparity in the rates of high school completion between students at risk of dropping out of school, as defined by TEC §29.081 (Compensatory, Intensive, and Accelerated Instruction) and all other students. Specifically, the funds, other than an indirect cost allotment established under State Board of Education (SBOE) rule, which may not exceed 45 percent, may be used to meet the costs of providing a compensatory, intensive, or accelerated instruction program under TEC §29.081 or an alternative education program established under TEC §37.008 (Disciplinary Alternative Education Programs) or to support a program eligible under Title I of the Elementary and Secondary Education Act of 1965, as provided by Pub. L. No. 103-382 and its subsequent amendments, and by federal regulations implementing that Act, at a campus at which at least 40 percent of the students are educationally disadvantaged. In meeting the costs of providing a compensatory, intensive, or accelerated instruction program under TEC §29.081, ILTexas’s compensatory education allotment shall be used for costs supplementary to the regular education program, such

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as costs for program and student evaluation, instructional materials and equipment and other supplies required for quality instruction, supplemental staff expenses, salary for teachers of at-risk students, smaller class size, and individualized instruction. (TEC §42.152(c))

**Sec. 6.18.4. BILINGUAL EDUCATION ALLOTMENT**

For each student in average daily attendance in a bilingual education or special language program under Subchapter B, Chapter 29, an open-enrollment charter school is entitled to an annual allotment equal to the adjusted basic allotment multiplied by 0.1. Funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, must be used in providing bilingual education or special language programs under Subchapter B, Chapter 29, and must be accounted for under existing agency reporting and auditing procedures. An open-enrollment charter school's bilingual education or special language allocation may only be used for program and student evaluation, instructional materials and equipment, staff development, supplemental staff expenses, salary supplements for teachers, and other supplies required for quality instruction and smaller class size. (TEC §§12.104(b)(2)(G) and 42.153)

**Sec. 6.18.5. CAREER AND TECHNOLOGY EDUCATION ALLOTMENT**

For each full-time equivalent student in average daily attendance in an approved career and technology education program in grades nine through 12 or in career and technology education programs for students with disabilities in grades seven through 12, an open-enrollment charter school is entitled to:

1. an annual allotment equal to the adjusted basic allotment multiplied by a weight of 1.35; and
2. \$50, if the student is enrolled in:
  - a. two or more advanced career and technology education classes for a total of three or more credits; or
  - b. an advanced course as part of a tech-prep program under Subchapter T, Chapter 61.

For purposes of this allotment, “full-time equivalent student” means 30 hours of contact a week between a student and career and technology education program personnel.

Funds allocated under this section, other than an indirect cost allotment established under State Board of Education rule, must be used in providing career and technology education programs in grades nine through 12 or career and technology education programs for students with disabilities in grades seven through 12 under Sections 29.182, 29.183, and 29.184. (TEC §§12.104(d) and 42.154)

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**FUNDING – STATE ALLOTMENTS**

**Sec. 6.18.6. INDIRECT COST ALLOTMENTS**

Beginning with the 2012–13 school year, an open-enrollment charter school may choose to use a greater indirect cost allotment under Education Code 42.151, .153, .154, and .156, to the extent the school receives less funding per weighted student in state and local maintenance and operations revenue than in the 2011–12 school year.

The Commissioner will limit the percentage increase in allowable indirect cost to no more than the percentage decrease in state and local maintenance and operations revenue from the 2011-2012 school year. (TEC §42.1541; 19 TAC §105.11)

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**Sec. 6.19.1. APPLICABILITY OF TITLE RELATING TO HIGH SCHOOL GRADUATION**

ILTexas is subject to a prohibition, restriction, or requirement, as applicable, imposed by Title 2 (Public Education) of the Texas Education Code, or a rule adopted under Title 2 (Public Education) of the Texas Education Code, relating to high school graduation under TEC §28.025. (TEC §12.104(b)(2)(E))

**Sec. 6.19.2. ARD COMMITTEE AND IEP**

For each student who is at least 14 years of age and qualifies for special education, the admission, review, and dismissal (ARD) committee must begin transition planning. The ARD committee must also consider the student's graduation plan and what state assessments are required for graduation. (TEC §29.0111; 19 TAC §89.1070)

**Sec. 6.19.3. SPECIAL EDUCATION ELIGIBILITY UPON GRADUATION**

Graduation with a regular high school diploma terminates a student's eligibility for special education and related services. Termination of eligibility based on graduation requires **INTERNATIONAL LEADERSHIP OF TEXAS ("ILTexas")** to complete a summary of performance in accordance with 34 CFR §300.305(e)(3), and prior written notice must be provided to the parent. (34 CFR §300.102)

A student who receives a diploma, but took one or more classes with a modified curriculum, may return to school as long as the student meets the age eligibility requirements. Modified curriculum is defined as curriculum or content that is reduced in amount or complexity of the required TEKS. (19 TAC §89.1070)

**Sec. 6.19.4. GRADUATION REQUIREMENTS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM**

A student with disability that receives special education services and who enters 9th grade in or after the 2014-2015 school year, may receive a regular high school diploma if the student:

1. Demonstrates mastery of the required states standards
2. Completes the credit requirements under the Foundation High School Program
3. Achieves satisfactory performance on the required state assessment unless the ARD committee determines that satisfactory performance on the required state assessment is not necessary for graduation

A student who receives special education services entering 9th grade in 2014-2015 or after may also earn a high school diploma if the student the student meets the above requirements and successfully completes the IEP and meets one of the following:

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1. consistent with the IEP, the student obtains full-time employment and masters sufficient self-help skills to enable to the student to maintain employment without direct or ongoing educational support;
2. consistent with the IEP, demonstrated mastery of specific employability skills and self-help skills that do not require ongoing educational support;
3. has access to services that are not within the legal responsibility of ILTexas or educational options for which the student has been prepared for by the academic program; or
4. no longer meets eligibility requirements

(19 TAC §89.1070; TEC §28.025)

**Sec. 6.19.5. ENDORSEMENTS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM**

A student receiving special education services, may receive an endorsement if the student:

1. Completes the requirements for graduation under the Foundation High School Program and completes the additional credits requirements in mathematics, science, and elective courses required for an endorsement with or without modified curriculum;
2. Completes the courses required for the endorsement without modified curriculum; and
3. Performs satisfactorily on the state assessment

A student who is in 11th or 12th grade in 2014-2015, 2015-2016, or 2016-2017 school years who took each of the required assessments, but failed to achieve satisfactorily on no more than two assessments is eligible for an endorsement if the student meets the other endorsement requirements.

For students receiving special education services, if the student wants to use a course to satisfy both the Foundation High School Program requirements and for the endorsement requirement, the course must be completed without modified curriculum.

(19 TAC §89.1070; TEC §28.025)

**Sec. 6.19.6. TRANSITIONING TO THE FOUNDATION HIGH SCHOOL PROGRAM**

For students who entered 9th grade prior to the 2014-2015 school year, a student may receive a diploma under the Foundation High School Program if the student's ARD committee determines the student should take courses under the Foundations program and the student completes the requirements.

A student transitioning may also receive an endorsement if he or she meets the requirements.

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A student who is in 11th or 12th grade in the 2014-2015, 2015-2016, or 2016-2017 school years and transitioning to the Foundation High School Program, who took each of the required assessments, but failed to achieve satisfactorily on no more than two assessments may graduate if the student met the other graduation requirements.

(19 TAC §89.1070; TEC §28.025)

**Sec. 6.19.7. SUBSTITUTIONS UNDER THE FOUNDATION HIGH SCHOOL PROGRAM****Sec. 6.19.7.1. Language other than English**

If the ARD committee determines that a student with a disability is unable to complete two credits in the same language other than English, the ARD committee may determine to:

1. substitute a combination of two credits from ELA, math, science, or social studies; or
2. substitute two credits of CTE, technology applications, or other academic electives.

(TEC §74.12(b)(5)(D)(i); §28.025(b-14)(1))

**Sec. 6.19.7.2. Physical Education**

In accordance with State Board of Education (SBOE) rules, a student who is unable to participate in physical activity due to disability or illness is allowed to substitute one credit in English language arts, mathematics, science, or social studies or one academic elective credit for the required physical education credit. A credit allowed to be substituted may not also be used by the student to satisfy a graduation requirement other than completion of the physical education credit. The determination regarding a student's ability to participate in physical activity must be made by:

- The student's ARD committee, if the student receives special education services under the IDEA and Texas Education Code Chapter 29;
- The student's 504 committee, if the student does not receive special education services under the IDEA or Texas Education Code Chapter 29, Subchapter A but is covered by Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. Section 794; or
- If each of the described committees is inapplicable, a committee established by the school of persons with appropriate knowledge regarding the student.

(TEC §28.025(b-11))

Credits allowed as a substitution for the language and PE requirement may not be used to satisfy other graduation credit requirements.

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(TEC §28.025(b-11) and (b-14))

**Sec. 6.19.8. DISTINGUISHED ACHIEVEMENT, RECOMMENDED, AND MINIMUM HIGH SCHOOL PROGRAM**

A student receiving special education services who entered 9th grade before the 2014-2015 school year, may graduate with a regular diploma if the student:

1. Demonstrates mastery of the state standards;
2. Completes credit requirements for graduation under the recommended or distinguished program; and
3. Achieves satisfactory performance on the required state assessment

A student who is in 11th or 12th grade in 2014-2015, 2015-2016, or 2016-2017 school years and who took each of the required assessments, but failed to achieve satisfactorily on no more than two assessments may graduate under the recommended or distinguished program if the student met the other graduation requirements.

A student receiving special education services who entered 9th grade before the 2014-2015 school year, may also graduate with a regular diploma if the student:

1. Demonstrates mastery of the state standards;
2. Completes credit requirements for graduation under the minimum program; and
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee.

A student receiving special education services who entered 9th grade before the 2014-2015 school year, may also graduate with a regular diploma if the student:

1. Demonstrates mastery of the state standards through courses, one or more of which contained modified content and is aligned with the requirements under the minimum high school program;
2. Completes credit requirements for graduation under the minimum program;
3. Participates in or satisfactorily performs on the required state assessment as determined by the ARD committee; and
4. Successfully completes the IEP and meets one of the following conditions:
  - a. consistent with the IEP, the student obtains full-time employment and masters sufficient self-help skills to enable to the student to maintain employment without direct or ongoing educational support;

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- b. consistent with the IEP, demonstrated mastery of specific employability skills and self-help skills that do not require ongoing educational support;
- c. has access to services that are not within the legal responsibility of ILTexas or educational options for which the student has been prepared for by the academic program; or
- d. No longer meets eligibility requirements.

(19 TAC §89.1070)

**Sec. 6.19.9. HIGH SCHOOL DIPLOMA AND CERTIFICATE; ACADEMIC ACHIEVEMENT RECORD**

ILTexas does issue a certificate of coursework completion to a student who successfully completes the curriculum requirements identified by the State Board of Education (SBOE) under TEC §28.025(a) but who fails to comply with TEC §39.025 (Secondary-Level Performance Required) relating to exit-level assessment requirements. ILTexas does allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. (TEC §28.025(d))

**Sec. 6.19.10. CERTIFICATE OF ATTENDANCE**

ILTexas does issue a Certificate of Attendance to a student who receives special education services under the Individuals with Disabilities Education Act (IDEA), and who has completed four years of high school but has not completed the student's individualized education program (IEP). ILTexas shall allow a student who receives a certificate to participate in a graduation ceremony with students receiving high school diplomas. A student may participate in only one graduation ceremony. Receiving a Certificate of Attendance does not preclude a student from receiving a diploma. (TEC §28.025(f))

**Sec. 6.19.11. PROMOTION TO 6TH OR 9TH GRADE**

A student may not be promoted to 6th grade if the student does not perform satisfactorily on the 5th grade mathematics and reading assessments.

A student may not be promoted to 9th grade if the student did not perform satisfactorily on the 8th grade mathematics and reading assessments.

Each time a student fails to perform satisfactorily on an assessment administered under Section 39.023(a) in the 3rd, 4th, 5th, 6th, 7th, or 8th grade, ILTexas shall provide the student with accelerated instruction in the applicable subject area. Accelerated instruction may require participation of the student before or after normal school hours and may include participation at times of the year outside normal school operations.

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The ARD committee of a student who participates in ILTexas's special education program and who does not perform satisfactorily on an assessment shall determine:

1. the manner in which the student will participate in an accelerated instruction program under this section; and
2. whether the student will be promoted or retained under this section.

(TEC §28.0211)

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**NONDISCRIMINATION**

**Sec. 6.20.1. NONDISCRIMINATION POLICY**

No qualified student with a disability shall, on the basis of disability, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any service, program, or activity provided or offered by **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)**. 42 U.S.C. 12132; 29 U.S.C. 794(a); 34 CFR 104.4(a).

**Sec. 6.20.2. FREE APPROPRIATE PUBLIC EDUCATION**

Eligible students with disabilities shall enjoy the right to a free appropriate public education (FAPE), which may include instruction in the regular classroom, instruction through special teaching, or instruction through approved contracts. Instruction shall be supplemented by the provision of related services when appropriate. Education Code 29.003(a).

FAPE means special education and related services that:

1. Have been provided at public expense, under public supervision and direction, and without charge;
2. Meet standards set out by TEA;
3. Include an appropriate preschool, elementary school, or secondary school education; and
4. Are provided in conformity with the student’s individualized education program (IEP).

20 U.S.C. 1401(9); 34 CFR 300.13, 300.17, 300.36.

**Sec. 6.20.3. LEAST RESTRICTIVE ENVIRONMENT**

ILTexas shall ensure that, to the maximum extent possible, children with disabilities shall be educated with children who are not disabled. Special classes, special schooling, or other removal of children with disabilities from the regular educational environment shall occur only when the nature or severity of the child’s disability is such that education in regular classes with the use of supplementary aids and services cannot be satisfactorily achieved. 20 U.S.C. 1412(a)(5); 34 CFR 300.114(a)(2).

**Sec. 6.20.4. DISCIPLINE**

All disciplinary actions regarding students with disabilities shall be determined in accordance with applicable federal regulations, Education Code Chapter 37, and 19 Administrative Code 89.1053. 19 TAC 89.1050(g).



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**Sec. 6.20.5. INSTRUCTIONAL ARRANGEMENTS AND SETTINGS**

Instructional arrangements and settings shall be based on the individual needs and IEPs of eligible students receiving special education services. Instructional arrangements and settings include:

1. Mainstream: services provided in the regular classroom in accordance with the student's IEP;
2. Homebound: services provided at home or hospital bedside;
3. Hospital class: services provided in a classroom, hospital facility, or residential care and treatment facility not operated by ILTexas;
4. Speech therapy: speech therapy services provided, whether in a regular education classroom or other setting;
5. Resource room/services: services provided in a setting other than the regular classroom for less than 50% of the regular school day;
6. Self-contained (mild, moderate, or severe) regular campus: services provided to a student who is in a self-contained program for 50% or more of the regular school day on a regular school campus;
7. Off home campus: services provided in an interdistrict program, through ILTexas personnel in a non-ILTexas facility, or at a ILTexas campus that provides only special education and related services.
8. Nonpublic day school: services provided through a contractual agreement with a nonpublic school;
9. Vocational adjustment class/program: services provided to a student who is placed on a job with regularly scheduled direct involvement by special education personnel in the implementation of the student's IEP;
10. Residential care and treatment facility (not ILTexas resident): services provided to students who reside in care and treatment facilities and whose parents do not reside within the boundaries of ILTexas;
11. State supported living center: services provided to a student who resides at a state supported living center when the services are provided at the state supported living center location;  
or
12. Other program options, including contracts with other districts and programs approved by TEA.

19 TAC 89.63(c), (f).

**Sec. 6.20.6. RELATED SERVICES**

“Related services” means transportation, and such developmental, corrective, and other supportive services as may be required to assist a child with a disability to benefit from special education, including the early identification and assessment of disabling conditions in children.

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**NONDISCRIMINATION**

The term includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a FAPE as described in the child's IEP, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that medical services shall be for diagnostic and evaluation purposes only.

The term does not include a medical device that is surgically implanted, the optimization of the device's functioning, or the replacement of such device. 20 U.S.C. 1401(26); 34 CFR 300.34.

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**PARENT**

**Sec. 6.21.1. FOSTER PARENT**

A foster parent may act as a parent of a child with a disability, as authorized under 20 U.S.C. §1415(b) and its subsequent amendments, if:

1. the Department of Family and Protective Services is appointed as the temporary or permanent managing conservator of the child;
2. the rights and duties of the department to make decisions regarding education provided to the child under Section 153.371, Family Code, have not been limited by court order; and
3. the foster parent agrees to:
  - a. participate in making special education decisions on the child's behalf; and
  - b. complete a training program that complies with minimum standards established by the Texas Education Agency rule.

(TEC §29.015(a))

A foster parent who will act as a parent of a child with a disability must complete a training program before the next scheduled admission, review, and dismissal committee meeting for the child but not later than the 90th day after the date the foster parent begins acting as the parent for the purpose of making special education decisions. (TEX §29.015(b))

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** may not require a foster parent to retake a training program to continue serving as a child's parent or to serve as the surrogate parent for another child if the foster parent has completed a training program to act as a parent of a child with a disability provided by:

1. the Department of Family and Protective Services;
2. a school district;
3. an education service center; or
4. any other entity that receives federal funds to provide special education training to parents.

A foster parent who is denied the right to act as a parent under TEC §29.015 by an open-enrollment charter school may file a complaint with the Texas Education Agency in accordance with federal law and regulations. (TEC §29.015(c))

ILTexas shall provide notice to the student's educational decision-maker and caseworker regarding events that may significantly impact the education of a student, including:

1. requests or referrals for an evaluation under Section 504, Rehabilitation Act of 1973 (29 U.S.C. Section 794), or special education under Section 29.003;
2. admission, review, and dismissal committee meetings;

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3. manifestation determination reviews required by Section 37.004(b);
4. any disciplinary actions under Chapter 37 for which parental notice is required;
5. citations issued for Class C misdemeanor offenses on school property or at school-sponsored activities;
6. reports of restraint and seclusion required by Section 37.0021; and
7. use of corporal punishment as provided by Section 37.0011.

(TEC §25.007)

As a condition to receiving funds under Title I, Part A, ILTexas shall collaborate with the state or local child welfare agency to:

- a. ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with 42 U.S.C. 675(4)(A) and to the extent required by law; and
- b. ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, ILTexas will, to the extent required by law, provide transportation to the school of origin if:
  - i. the local child welfare agency agrees to reimburse ILTexas for the cost of transportation;
  - ii. ILTexas agrees to pay the cost of transportation; or
  - iii. ILTexas and the local welfare agency agree to share the cost of such transportation.

*20 U.S.C. 6312(c)(5).*

**Sec. 6.21.2. Surrogate Parent**

ILTexas must appoint an individual to serve as the surrogate parent for a child if:

1. ILTexas is unable to identify or locate a parent for a child with a disability; or
2. the foster parent of a child is unwilling or unable to serve as a parent.

A surrogate parent appointed by ILTexas may not:

1. be an employee of the state, the ILTexas, or any other agency involved in the education or care of the child; or
2. have any interest that conflicts with the interests of the child.

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A surrogate parent must:

1. be willing to serve in that capacity;
2. exercise independent judgement in pursuing the child's interests;
3. ensure that the child's due process rights under applicable state and federal laws are not violated;
4. complete a training program that complies with minimum standards established by agency rule before the next scheduled admission, review, and dismissal committee meeting for the child but not later than the 90th day after the date the surrogate parent is appointed;
5. visit the child and the school where the child is enrolled;
6. review the child's educational records;
7. consult with any person involved in the child's education, including the child's teachers, caseworkers, court-appointed volunteers, guardian ad litem, attorney ad litem, foster parent, and caregiver; and
8. attend meetings of the child's admission, review, and dismissal committee.

ILTexas may appoint a person who has been appointed to serve as a child's guardian ad litem or as a court-certified volunteer advocate as the child's surrogate parent. If a court appoints a surrogate parent for a child with a disability and the ILTexas determines that the surrogate parent is failing to perform or is not properly performing the duties listed in this policy, ILTexas shall consult with the Department of Family and Protective Services and appoint another person to serve as the surrogate parent for the child.



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**PRIVATE SCHOOL CHILDREN**

**Sec. 6.22.1. CHILD FIND PRIVATE SCHOOL STUDENTS**

**INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** shall conduct a timely and meaningful consultation with private school representatives regarding the child find process and the provision of special education and related services to children enrolled in private schools within the ILTexas boundaries.

ILTexas shall undertake activities similar to those undertaken for children enrolled in public schools and shall complete the child find process for children enrolled in private schools in a time period comparable to that for other students attending the public schools within the ILTexas boundaries. 20 U.S.C. 1412(a)(10)(A)(ii)–(iv).

**Sec. 6.22.2. SPECIAL EDUCATION STUDENTS PLACED IN PRIVATE SCHOOL**

**Sec. 6.22.2.1. Placement by ILTexas**

If ILTexas places a child with a disability in a private school or facility, or refers the child to a private school or facility, as a means of carrying out the requirements of the special education laws, ILTexas shall ensure that the child is provided special education and related services, in accordance with an IEP, at no cost to the parents. 20 U.S.C. 1412(a)(10)(B)(i).

**Sec. 6.22.2.2. Placement by the Parent**

When a student with a disability who has been placed by his or her parent directly in a private school is referred to ILTexas, ILTexas shall convene an admission, review, and dismissal (ARD) committee to determine whether ILTexas can offer the child a free appropriate public education (FAPE). If ILTexas determines that it can offer a FAPE to the student, ILTexas is not responsible for providing educational services to the student, except as provided in 34 CFR 300.130–300.144 or 19 TAC 89.1096(e), until such time as the parents choose to enroll the student in ILTexas full time. 19 TAC 89.1096(b).

**Sec. 6.22.3. REJECTION OF OFFER OF FAPE**

**Sec. 6.22.3.1. Student Receives ISP**

If ILTexas offers to provide a FAPE to a child with a disability and the parents elect to place the child in a private school or facility, ILTexas is not required to pay for the cost of education, including special education and related services. However, ILTexas must develop and implement an individualized services plan (ISP) for the child. 20 U.S.C. 1412(a)(10)(C)(i); 34 CFR 300.148(a).

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**PRIVATE SCHOOL CHILDREN**

**Sec. 6.22.3.2. Reimbursement**

If the parents of a child with a disability, who previously received special education and related services under the authority of ILTexas, enroll the child in a private school without the consent or referral by ILTexas, a court or a hearing officer may require ILTexas to reimburse the parents for the cost of that enrollment if the court or hearing officer finds that ILTexas had not made a FAPE available to the child in a timely manner before the enrollment. 20 U.S.C. 1412(a)(10)(C)(ii); 34 CFR 300.148(c).

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**Sec. 6.23.1. DEFINITIONS**

**Sec. 6.23.1.1. “Records”**

The term “records” means all documents, papers, letters, books, maps, photographs, sound or video recordings, microfilm, magnetic tape, electronic media, or other recording media, regardless of physical form or characteristic, and regardless of whether public access to it is open or restricted under the laws of the state, created or received by **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)**, or any of its officers or employees pursuant to law or in the transaction of public business, are hereby declared to be the records of ILTexas and shall be created, maintained, and disposed of in accordance with the provisions of this ordinance or procedures authorized by it and in no other manner.

The term “records” does not include:

1. Convenience copies: “Extra identical copies of documents created only for convenience of reference or research.”
2. Copies of documents furnished to the public (to fulfill a Public Information Act request).
3. Blank forms/stocks of publications.
4. Library or museum materials.

**Sec. 6.23.1.2. “Essential Record”**

The term “essential record” means any record of ILTexas necessary to the resumption or continuation of operations of ILTexas in an emergency or disaster, to the recreation of the legal and financial status of ILTexas, or to the protection and fulfillment of obligations to the people of the state.

**Sec. 6.23.1.3. “Records Management”**

The term “records management” means the application of management techniques to the creation, use, maintenance, retention, preservation, and disposal of records for the purposes of reducing the costs and improving the efficiency of record keeping. The term includes the development of records control schedules, the management of filing and information retrieval systems, the protection of essential and permanent records, the economical and space-effective storage of inactive records, control over the creation and distribution of forms, reports, and correspondence, and the management of micrographic and electronic and other records storage systems.

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**Sec. 6.23.1.4. “Records Liaison Officers”**

The term “records liaison officers” means the persons designated under Section 6.23.9 of this policy.

**Sec. 6.23.1.5. “Records Management Committee”**

The term “records management committee” means the committee established under Section 6.23.5 of this policy.

**Sec. 6.23.1.6. “Records Management Officer”**

The term “records management officer” means the person designated in Section 6.23.4 of this policy.

**Sec. 6.23.1.7. “Records Management Plan”**

The term “records management plan” means the plan developed under Section 6.23.6 of this policy.

**Sec. 6.23.2. RECORDS DECLARED PUBLIC PROPERTY**

All records as defined in Section 6.23.1 of this policy are hereby declared to be the property of ILTexas. No official or employee of ILTexas has, by virtue of his or her position, any personal or property right to such records, even though he or she may have developed or compiled them. The unauthorized destruction, removal from files, or use of such records is prohibited.

**Sec. 6.23.3. POLICY**

It is hereby declared to be the policy of ILTexas to provide for efficient, economical, and effective controls over the creation, distribution, organization, maintenance, use, and disposition of all records of this office through a comprehensive system of integrated procedures for the management of records from their creation to their ultimate disposition, consistent with the requirements of the Local Government Records Act and accepted records management practice.

**Sec. 6.23.4. RECORDS MANAGEMENT OFFICER**

[EMPLOYEE, TITLE] will serve as Records Management Officer for ILTexas as provided by law, and will ensure that the maintenance, destruction, electronic storage, or other disposition of

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the records of this office are carried out in accordance with the requirements of the Local Government Records Act.

**Sec. 6.23.5. ESTABLISHMENT OF RECORDS MANAGEMENT COMMITTEE; DUTIES**

The Records Management Officer, in consultation with the Human Resource Director, shall appoint a Records Management Committee consisting of:

1. A Human Resource Department Supervisor; and
2. A financial officer for ILTexas; and
3. An executive or administrative officer for ILTexas.

The committee shall:

1. Assist the Records Management Officer in the development of policies and procedures governing the records management program;
2. Review the performance of the program on a regular basis and propose changes and improvements if needed;
3. Review and approve records control schedules submitted by the Records Management Officer;
4. Give final approval to the destruction of records in accordance with approved records control schedules; and
5. Actively support and promote the records management program throughout ILTexas.

**Sec. 6.23.6. RECORDS MANAGEMENT PLAN TO BE DEVELOPED; APPROVAL OF PLAN; AUTHORITY OF PLAN**

The Records Management Officer and the Records Management Committee shall develop a records management plan for ILTexas to be submitted to the Board. The plan must contain policies and procedures designed to reduce the costs and improve the efficiency of record keeping, to adequately protect the essential records of ILTexas, and to properly preserve those records of ILTexas that are of historical value. The plan must be designed to enable the Records Management Officer to carry out his or her duties prescribed by state law and this policy effectively.

Once approved by the Board of Directors, the records management plan shall be binding on all offices, departments, divisions, programs, commissions, bureaus, boards, committees, or similar entities of ILTexas, and records shall be created, maintained, stored, microfilmed, or disposed of in accordance with the plan.

**Sec. 6.23.7. DUTIES OF RECORDS MANAGEMENT OFFICER**

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In addition to other duties assigned in this policy, the Records Management Officer shall:

1. Administer the records management program and provide assistance to department heads in its implementation;
2. Plan, formulate, and prescribe records disposition policies, systems, standards, and procedures;
3. In cooperation with Principals and department heads, identify essential records and establish a disaster plan for each ILTexas campus and department to ensure maximum availability of the records in order to re-establish operations quickly and with minimum disruption and expense;
4. Develop procedures to ensure the permanent preservation of the historically valuable records of ILTexas;
5. Establish standards for filing and storage equipment and for record keeping supplies;
6. Study the feasibility of and, if appropriate, establish a uniform filing system and a forms design and control system for ILTexas;
7. Provide records management advice and assistance to all ILTexas departments by preparing a manual or manuals of procedure and policy and by on-site consultation;
8. Monitor records retention schedules and administrative rules issued by the Texas State Library and Archives Commission to determine if the records management program and ILTexas's records control schedules are in compliance with state regulations;
9. Disseminate to the Board of Directors, department heads, and Principals information concerning state laws and administrative rules relating to local government records;
10. Instruct Records Liaison Officers and other personnel in policies and procedures of the records management plan and their duties in the records management program;
11. Direct Records Liaison Officers or other personnel in the conduct of records inventories in preparation for the development of records control schedules as required by state law and this policy;
12. Ensure that the maintenance, preservation, microfilming, destruction, or other disposition of ILTexas records is carried out in accordance with the policies and procedures of the records management program and the requirements of state law;
13. Maintain records on the volume of records destroyed under approved records -- control schedules, the volume of records microfilmed or stored electronically, and the estimated cost and space savings as the result of such disposal or disposition;
14. Report annually to the Superintendent on the implementation of the records management plan in each department of ILTexas; and
15. Bring to the attention of the Superintendent non-compliance by department heads, Principals, or other ILTexas personnel with the policies and procedures of the records management program or the Local Government Records Act.

**Sec. 6.23.8. DUTIES AND RESPONSIBILITIES OF DEPARTMENT HEADS AND PRINCIPALS**

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In addition to other duties assigned in this policy, department heads and Principals shall:

1. Cooperate with the Records Management Officer in carrying out the policies and procedures established by ILTexas for the efficient and economical management of records and in carrying out the requirements of this policy;
2. Adequately document the transaction of government business and the services, programs, and duties for which the department head, principal, and his or her staff are responsible; and
3. Maintain the records in his or her care and carry out their preservation, microfilming, destruction, or other disposition only in accordance with the policies and procedures of the records management program of ILTexas and the requirements of this policy.

**Sec. 6.23.9. DESIGNATION OF RECORDS LIAISON OFFICERS**

Each department head and Principal shall designate a member of his or her staff to serve as a Records Liaison Officer for the implementation of the records management program in the department.

If the Records Management Officer determines that in the best interests of the records management program more than one Records Liaison Officer should be designated for a department, the department head or Principal shall designate the number of Records Liaison Officers specified by the Records Management Officer.

Persons designated as Records Liaison Officers shall be thoroughly familiar with all records created and maintained by the department.

In the event of the resignation, retirement, dismissal, or removal by action of the department head or Principal of a person designated as a Records Liaison Officer, the department head or Principal shall promptly designate another person to fill the vacancy.

A department head or Principal may serve as Records Liaison Officer for his or her department.

**Sec. 6.23.10. DUTIES AND RESPONSIBILITIES OF RECORDS LIAISON OFFICERS**

In addition to other duties assigned in this policy, Records Liaison Officers shall:

1. Conduct or supervise the conduct of inventories of the records of the department in preparation for the development of records control schedules;
2. In cooperation with the Records Management Officer, coordinate and implement the policies and procedures of the records management program in their department; and
3. Disseminate information to department staff concerning the records management program.

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**Sec. 6.23.11. RECORDS CONTROL SCHEDULES TO BE DEVELOPED; APPROVAL; FILING WITH STATE**

1. The Records Management Officer, in cooperation with department heads, Principals, and Records Liaison Officers, shall prepare records control schedules on a department by department basis, listing all records created or received by the department and the retention period for each record. Records control schedules shall also contain such other information regarding the disposition of ILTexas records as the records management plan may require.
2. Each records control schedule shall be monitored and amended as needed by the Records Management Officer on a regular basis to ensure that it is in compliance with records retention schedules issued by the state, and that it continues to reflect the record keeping procedures and needs of the department and the records management program of ILTexas.
3. Before its adoption, a records control schedule or amended schedule for a department must be approved by the department head or Principal and the members of the Records Management Committee.
4. Before its adoption, a records control schedule must be submitted to and accepted for filing by the director and librarian as provided by state law. If a schedule is not accepted for filing, the schedule shall be amended to make it acceptable for filing. The Records Management Officer shall submit the records control schedules to the director and librarian.

**Sec. 6.23.12. IMPLEMENTATION OF RECORDS CONTROL SCHEDULES; DESTRUCTION OF RECORDS UNDER SCHEDULE**

1. A records control schedule for a department that has been approved and adopted under Section 6.23.11 shall be implemented by department heads, principals and Records Liaison Officers according to the policies and procedures of the records management plan.
2. A record whose retention period has expired on a record control schedule shall be destroyed unless an open records request is pending on the record, the subject matter of the records is pertinent to a pending lawsuit, or the department head or principal requests in writing to the Records Management Committee that the record be retained for an additional period.
3. Prior to the destruction of a record under an approved records control schedule, authorization for the destruction must be obtained by the Records Management Officer from the Records Management Committee.

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**Sec. 6.23.13. DESTRUCTION OF UNSCHEDULED RECORDS**

A record that has not yet been listed on an approved records control schedule may be destroyed if its destruction has been approved in the same manner as a record destroyed under an approved schedule and the Records Management Officer has submitted to and received back from the director and librarian an approved destruction authorization request.

**Sec. 6.23.14. CONTRACT SERVICES**

With approval of the Board of Directors, the Records Management Officer and Committee may assign and delegate duties under this Policy to contracted services. The engagement of contract services will not relieve persons assigned and responsible under this policy from such assignment and responsibilities.

**Sec. 6.23.15. RECORD OF ACCESS**

ILTexas shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student, (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. The record of access shall be maintained with the education records of the student as long as the records are maintained.

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Student records shall be maintained for each student from the time the student is in attendance at **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** until withdrawal or graduation from ILTexas. These records shall move with the respective student from campus to campus. Records for students not in attendance and/or withdrawn students and graduates shall be retained for the period of time required by law. No permanent records may be destroyed without explicit written permission from the Superintendent.

**Sec. 6.24.1. EDUCATION RECORDS****Sec. 6.24.1.1. “Education Records” Defined**

For the purposes of this policy, the term “education records” means those records, files, documents, and other materials that contain information directly related to a student and are maintained by ILTexas or by a person acting for ILTexas.

The term “education records” does not include:

1. Records that are created or received by ILTexas after an individual is no longer a student in attendance, and that are not directly related to the individual’s attendance as a student.
2. Records made by ILTexas personnel that are kept in the sole possession of the maker, are used only as a personal memory aid, and are not accessible or revealed to anyone other than a temporary substitute for the maker of the record.
3. Records maintained by a law enforcement unit of ILTexas that were created by that law enforcement unit for the purpose of law enforcement.
4. Records on a student who is eighteen years of age or older, or who is attending an institution of postsecondary education, that are:
  - a. Made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity;
  - b. Made, maintained, or used only in connection with treatment of the student; and
  - c. Disclosed only to individuals providing the treatment. For the purpose of this definition, “treatment” does not include remedial educational activities or activities that are part of the program of instruction at the agency or institution.
5. Grades on peer-graded papers before they are collected and recorded by a teacher.

State and federal law safeguard educational records from unauthorized inspection or use. All information relating to student performance, including grades, test results, and disciplinary records are considered confidential educational records. Release of those records are restricted to parents or guardian; school staff members with a legitimate educational interest; various governmental agencies or in response to a subpoena or court order; or a school to which the student transfers or



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subsequently enrolls. Release to any other person or agency will occur only with prior written consent of the parent or guardian.

**Sec. 6.24.1.2. Screening Records**

The principal of each ILTexas campus shall maintain records of screening for special senses and communication disorders, spinal screening, and assessment for type 2 diabetes for each student in ILTexas. Records shall be open for inspection by the state or local health department. The Texas-Mexico Border Health Coordination Office may, directly or through local health departments, enter a school and inspect records relating to assessment for type 2 diabetes. Individual screening records may be transferred among schools in accordance with provisions below concerning ACCESS BY OTHER PERSONS.

**Sec. 6.24.1.3. Immunization Records**

ILTexas shall maintain an individual immunization record during the period of attendance for each student admitted. The records shall be open for inspection at all reasonable times by the Texas Education Agency or by representatives of local health departments or the Texas Department of State Health Services. ILTexas shall cooperate with other districts and schools in transferring students' immunization records between other schools. Specific approval from students, parents, or guardians is not required prior to making such record transfers.

**Sec. 6.24.1.4. Medical Records**

The parent or guardian of a student is entitled to access to the student's medical records maintained by ILTexas. On request of a student's parent or guardian, ILTexas shall provide a copy of the student's medical records to the parent or guardian. ILTexas may not impose a charge that exceeds the amount authorized by Section 552.261 of the Government Code.

**Sec. 6.24.1.5. Privacy Rule for Non-“Education Records”**

To the extent ILTexas is a covered entity under the Health Insurance Portability and Accountability Act (HIPAA), ILTexas must comply with the Privacy Rule, 45 CFR Part 164, with respect to protected health information that is not an education record.

**Sec. 6.24.1.6. Food Allergy Information**

Information regarding a child's food allergy, regardless of how it is received by ILTexas, shall be retained in the child's student records, but may not be placed in the health record maintained for the child by ILTexas.

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If ILTexas receives documentation of a food allergy from a physician, that documentation shall be placed in the health record maintained for the child by ILTexas. A registered nurse may enter appropriate notes about a child's possible food allergy in the health record maintained for the child by ILTexas, including a notation that the child's student records indicate that a parent has notified ILTexas of the child's possible food allergy.

**Sec. 6.24.1.7. Assessment Instruments**

The results of individual student performance on basic skills assessment instruments or other achievement tests administered by ILTexas are confidential and may be made available only to the student, the student's parent or guardian, and to ILTexas personnel directly involved with the student's educational program. However, overall student performance data shall be aggregated by ethnicity, sex, grade level, subject area, campus, and school system, and made available to the public, with appropriate interpretations, at regularly scheduled Board meetings. The information may not contain the names of individual students or teachers.

**Sec. 6.24.1.8. Academic Achievement Records (Grades 9–12)**

ILTexas shall use the academic achievement record (transcript) form adopted by the State Board. This form shall serve as the academic record for each student and shall be maintained permanently by ILTexas. Copies of the record shall be made available to students transferring to another district. The information may be provided to the student or to the receiving district or to both. ILTexas shall respond promptly to all requests for student records from receiving districts.

**Sec. 6.24.1.9. Enrollment Records**

If a parent or other person with legal control of a child enrolls the child in ILTexas, the parent or other person, or the school district in which the child most recently attended school, shall furnish to ILTexas all of the following:

1. The child's birth certificate, or another document suitable as proof of the child's identity as defined by the Commissioner in the Student Attendance Accounting Handbook.
2. A copy of the child's records from the school the child most recently attended if he or she was previously enrolled in a school in Texas or in another state.

ILTexas must furnish information under items 1 and 2 not later than the tenth working day after the date ILTexas receives a request for the information.

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If a parent or other person with legal control of a child under a court order requests that ILTexas transfer a child's student records, ILTexas shall notify the parent or other person as soon as practicable that the parent or other person may request and receive an unofficial copy of the records for delivery in person to a school in another district.

**Sec. 6.24.2. ACCESS, DISCLOSURE, AND AMENDMENT****Sec. 6.24.2.1. Definitions**Sec. 6.24.2.1.1. "Attendance"

"Attendance" includes, but is not limited to:

1. Attendance in person or by paper correspondence, videoconference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
2. The period during which a person is working under a work-study program.

Sec. 6.24.2.1.2. "Disclosure"

"Disclosure" means to permit access to or the release, transfer, or other communication of personally identifiable information contained in education records by any means, including oral, written, or electronic means, to any party except the party identified as the party that provided or created the record.

Sec. 6.24.2.1.3. "Parent"

"Parent" includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or guardian.

Sec. 6.24.2.1.4. "Personally Identifiable Information"

"Personally identifiable information" includes, but is not limited to:

1. The student's name;
2. The name of the student's parent or other family members;
3. The address of the student or student's family;
4. A personal identifier, such as the student's biometric record, defined as a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual (e.g., fingerprints, retina and iris patterns, voiceprints, DNA

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- sequence, facial characteristics, and handwriting); social security number; or student number;
5. Other indirect identifiers, such as the student’s date of birth, place of birth, and mother’s maiden name;
  6. Other information that, alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or
  7. Information requested by a person who ILTexas reasonably believes knows the identity of the student to whom the education record relates.

Sec. 6.24.2.1.5. “Record”

“Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audiotape, film, microfilm, and microfiche.

Sec. 6.24.2.1.6. “Authorized Representative”

“Authorized representative” means any entity or individual designated by a state or local educational authority or an agency headed by an official listed in 34 C.F.R. 99.31(a)(3) to conduct—with respect to federal- or state-supported education programs—any audit, evaluation, or any compliance or enforcement activity in connection with federal legal requirements that relate to these programs.

Sec. 6.24.2.1.7. “Education Program”

“Education program” means any program that is principally engaged in the provision of education, including but not limited to, early childhood education, elementary and secondary education, postsecondary education, special education, job training, career and technical education, and adult education, and any program that is administered by ILTexas.

Sec. 6.24.2.1.8. “Signed and Dated Written Consent”

“Signed and dated written consent” may include a record and signature in electronic form that:

1. Identifies and authenticates a particular person as the source of the electronic consent; and
2. Indicates such person’s approval of the information contained in the electronic consent.

**BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****RECORDS****Sec. 6.24.2.2. Access by Parents**

Access to the education records of a student who is or has been in attendance at ILTexas shall be granted to the parent of the student who is a minor or who is a dependent for tax purposes.

ILTexas shall presume that a parent has authority to inspect and review the student's records unless it has been provided with evidence that there is a court order, state statute, or legally binding document that specifically revokes these rights. A court may order the custodian of records to delete all references in a child's records to the place of residence of either party appointed as conservator before their release to another party appointed as conservator.

**Sec. 6.24.2.3. Access by Student**

Whenever a student has attained 18 years of age or is attending an institution of postsecondary education, the rights accorded to, and consent required of, parents transfer from the parents to the student.

Nothing in this section prevents ILTexas from disclosing education records, or personally identifiable information from education records, to a parent without prior written consent of an eligible student if the disclosure meets the conditions in 34 CFR 99.31(a), including if the student is a dependent for tax purposes or in the case of a health or safety emergency.

If material in the education record of a student includes information on another student, only the portion of the material relating to the student whose records were requested may be inspected and reviewed.

**Sec. 6.24.2.4. Access by Other Persons**

Personally identifiable information in education records shall not be released without the written consent of the student's parents, except to the following:

**Sec. 6.24.2.4.1. *School Officials***

ILTexas may disclose personally identifiable information without parent consent when disclosure is made to school officials with legitimate educational interest in the information. A school official is:

1. A person employed by ILTexas as an administrator, instructor, or support staff member (including health or medical staff and law enforcement unit personnel).
2. A person serving on the ILTexas Board of Directors.



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3. A person or company with whom ILTexas has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist).
4. A consultant, contractor, volunteer, or other party to whom ILTexas has outsourced institutional services or functions, provided that the outside party:
  - a. Performs an institutional service or function for which ILTexas would otherwise use employees;
  - b. Is under the direct control of ILTexas with respect to the use and maintenance of education records; and
  - c. Is subject to the requirements of 34 CFR 99.33(a) governing the use and redisclosure of personally identifiable information from education records.
5. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

ILTexas must use reasonable methods to ensure that school officials obtain access to only those education records in which they have legitimate educational interests.

*Sec. 6.24.2.4.2. Officials of Other Schools*

Officials of other schools or school systems in which the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer, provided that ILTexas either:

1. Includes in its policies a statement that notifies the parent or student that it forwards education records on request of the other school to such officials; or
2. Makes a reasonable attempt to notify the parent (unless the record transfer is initiated by the parent).

In either case, ILTexas shall furnish a copy of the transferred records to the parent if requested and shall give the parent an opportunity for a hearing to challenge the content of the record.

*Sec. 6.24.2.4.3. Authorized Governmental Representatives*

Authorized representatives of the officials or agencies headed by the Comptroller General of the United States, the Attorney General of the United States, the Secretary of Education, or state and local educational authorities who require access to student or other records necessary in connection with the audit and evaluation of federal- or state-supported education programs or in connection with the enforcement of or compliance with federal legal requirements that relate to such programs.

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ILTexas may not refuse to report information concerning a student holding an F, J, or M visa on the basis of the Family Educational Rights and Privacy Act (FERPA) and any regulation implementing FERPA. ILTexas is authorized and required to report information that would ordinarily be protected by FERPA only to the extent required by 8 U.S.C. 1372, 8 CFR 214.3, or any corresponding regulation.

Sec. 6.24.2.4.4. *Financial Aid Personnel*

Personnel involved with a student's application for, or receipt of, financial aid.

Sec. 6.24.2.4.5. *Juvenile Justice Officials*

State and local officials to whom such information is specifically allowed to be reported or disclosed by state statute if:

1. The allowed reporting or disclosure concerns the juvenile justice system and its ability to effectively serve the student whose records are released, and
2. The officials and authorities to whom such information is disclosed certify in writing to ILTexas that the information will not be disclosed to any other party except as provided under state law without the prior written consent of the parent of the student.

Sec. 6.24.2.4.6. *Organizations Conducting Surveys*

Organizations conducting studies for, or on behalf of, ILTexas for the purpose of developing, validating, or administering predictive tests, administering student aid programs, and improving instruction. Such studies must be conducted so that personal identification of students and their parents will not be revealed to persons other than authorized personnel of the organizations conducting the studies who have legitimate interests in the information. Such information must be destroyed when no longer needed for the original purposes of the studies.

ILTexas must enter into a written agreement with the organization that:

1. Specifies the purpose, scope, and duration of the study or studies and the information to be disclosed;
2. Requires the organization to use personally identifiable information from education records only to meet the purpose or purposes of the study as stated in the written agreement;
3. Requires the organization to conduct the study in a manner that does not permit personal identification of parents and students, as defined in this part, by anyone other than representatives of the organization with legitimate interests; and
4. Requires the organization to destroy or return to ILTexas all personally identifiable information when the information is no longer needed for the purposes for which the study

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was conducted and specifies the time period in which the information must be returned or destroyed.

If ILTexas enters into an agreement with an organization conducting a study, it may redisclose personally identifiable information from education records on behalf of educational agencies and institutions that disclosed the information to ILTexas in accordance with the requirements of 34 C.F.R. 99.33(b).

ILTexas is not required to initiate a study or agree with or endorse the conclusions or results of the study.

Sec. 6.24.2.4.7. Accrediting Organizations

Accrediting organizations that require the information for purposes of accreditation.

Sec. 6.24.2.4.8. Health & Safety Emergency

Appropriate persons, including the student's parents, who, in an emergency, must have such information in order to protect the health or safety of the student or other person.

In making a determination, ILTexas may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If ILTexas determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

Sec. 6.24.2.4.9. Secretary of Agriculture

The Secretary of Agriculture, or authorized representative from the Food and Nutrition Service, for the purposes of conducting program monitoring, evaluations, and performance measurements of schools receiving funding or providing benefits of programs authorized under the National School Lunch Act or the Child Nutrition Act.

Sec. 6.24.2.4.10. State or Local Child Welfare Agency

An agency caseworker or other representative of a state or local child welfare agency who has the right to access a student's case plan when the agency is legally responsible, in accordance with state law, for the care and protection of the student.

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Sec. 6.24.2.4.11. Directory Information

Any person requesting directory information after ILTexas has given public notice of that definition

**Sec. 6.24.2.5. Written Consent**

The parent shall provide a signed and dated written consent before ILTexas discloses personally identifiable information from a student's education records to any individual, agency, or organization other than the parent, the student, or those listed above. Such consent shall specify records to be released, the reason for such release, and to whom the records are to be released.

**Sec. 6.24.2.6. Instructional Resources and Parental Rights**

All instructional materials, including teacher's manuals, films, tapes, or other supplementary material that will be used in connection with any survey, analysis, or evaluation as part of any program funded in whole or in part by the U. S. Department of Education shall be available for inspection by the parents or guardians of students.

**Sec. 6.24.2.7. Information Collection**

Sec. 6.24.2.7.1. U.S. DOE Funded Surveys

No student shall be required, as part of any program funded in whole or in part by the U.S. Department of Education (DOE), to submit to a survey, analysis, or evaluation that reveals information concerning the following topics without the prior consent of the student (if the student is an adult or emancipated minor), or, in the case of an unemancipated minor, without the prior written consent of the parent:

1. Political affiliations or beliefs of the student or the student's parents.
2. Mental and psychological problems of the student or the student's family.
3. Sex behavior and attitudes.
4. Illegal, anti-social, self-incriminating, and demeaning behavior.
5. Critical appraisals of other individuals with whom students have close family relationships.
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers.
7. Religious practices, affiliations, or beliefs of the student or student's parent.
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program.

**BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****RECORDS****Sec. 6.24.2.7.2. Information Collection Funded by Other Sources**

Except as provided by 20 U.S.C. 1232h(a) or (b), as a condition of receiving funds from programs funded in whole or in part by the U.S. DOE, ILTexas shall develop and adopt policies, in consultation with parents, pursuant to 20 U.S.C. 1232h(c)(1), and provide for parent notification in accordance with 20 U.S.C. 1232(c)(2).

**Sec. 6.24.2.7.3. Subpoenaed Records**

ILTexas shall release student records to an entity or persons designated in a subpoena. ILTexas shall not disclose to any person the existence or contents of the subpoena if a court orders ILTexas to refrain from such disclosure. Unless the court or other issuing agency orders ILTexas to refrain from such disclosure or the order is an ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b(g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331, ILTexas shall make a reasonable effort to notify the parents and the student of all such subpoenas in advance of compliance.

**Sec. 6.24.2.7.4. Sex Offenders**

ILTexas may disclose personally identifiable information without consent if the disclosure concerns sex offenders and other individuals required to register under section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, 42 U.S.C. 14071, and the information was provided to ILTexas under 42 U.S.C. 14071 and applicable federal guidelines.

**Sec. 6.24.2.8. Parental Rights and Student Privacy**

As a condition of receiving funds under any applicable program, ILTexas adopts the following policies, pursuant to 20 U.S.C. 1232h(c)(1):

1. Parents have a right to inspect any survey created by a third party before the survey is administered or distributed by ILTexas to the student. Parents should submit such a request to the Principal, and shall be provided an opportunity to inspect the survey within a reasonable period of time as determined by the Principal. Upon a parent's request to inspect a survey, the parent's child shall not participate in the survey until the parent has had a reasonable opportunity to inspect the survey, as determined by the Principal.
2. In the event a survey contains the items listed above, and is administered or distributed to students, ILTexas shall comply with FERPA and other applicable law to protect student privacy.



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3. Parents have a right to inspect any instructional material used in the educational curriculum for the student. Parents should submit such a request to the Principal. The Principal shall provide reasonable access to parents within a reasonable period of time, as determined by the Principal.
4. ILTexas may administer physical examinations or other screenings to students as required and/or authorized by state or federal law and in accordance with other applicable policy.
5. ILTexas shall not collect, disclose, or use a student's personal information for the purpose of marketing or selling that information to third parties. This policy does not apply to or restrict the use of personal information collected from students for the purpose of developing, evaluating, or providing educational products or services offered by ILTexas, for or to students or educational institutions, such as recruiters, book clubs, curriculum and instructional materials used by schools, sale by students of products or services to raise funds for school-related or education-related activities, or student recognition programs, or as otherwise required by law. This policy is also subject to state and federal public information laws and FERPA, that makes some student personal information, defined in this policy as "Directory Information," public.
6. Parents have a right to inspect any instrument used in collection of personal information, described above, before the instrument is administered to the student. Parents should submit such a request to the Principal. The Principal shall provide reasonable access to parents within a reasonable period of time, as determined by the Principal. Upon a parent's request to inspect such an instrument, the parent's child shall not participate until the parent has had a reasonable opportunity to inspect the instrument, as determined by the Principal.

The Superintendent shall ensure that parents are provided reasonable notice of the adoption or continued use of these policies. Such notice shall be provided directly to the parents of the students in attendance at ILTexas. At a minimum, ILTexas shall:

1. Provide notice at least annually, at the beginning of the school year and within a reasonable time after any substantive change in the policies; and
2. Offer an opportunity for the parent to opt the student out of participation in an activity described above.

**Sec. 6.24.2.9. Request Procedure**

ILTexas must permit parents to inspect and review education records related to their children that are collected, maintained, or used by the ILTexas under the IDEA. The ILTexas must comply with the request without unnecessary delay and before any meeting regarding an IEP, any due

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process hearing, or resolution session, and in no case more than 45 days after the request has been made.

**Sec. 6.24.2.10. Destruction of Records**

ILTexas shall not destroy any education records if there is an outstanding request to inspect and review the records.

**Sec. 6.24.2.11. De-Identified Records**

ILTexas, or a party that has received education records or information from education records, may release the records or information without the parent's written consent after the removal of all personally identifiable information provided that ILTexas or other party has made a reasonable determination that a student's identity is not personally identifiable, whether through single or multiple releases, and taking into account other reasonably available information.

**Sec. 6.24.2.12. Education Research**

ILTexas, or a party that has received education records or information from education records, may release de-identified student level data from education records for the purpose of education research by attaching a code to each record that may allow the recipient to match information received from the same source, provided that:

1. ILTexas or other party that releases de-identified data under this section does not disclose any information about how it generates and assigns a record code, or that would allow a recipient to identify a student based on a record code;
2. The record code is used for no purpose other than identifying a de-identified record for purposes of education research and cannot be used to ascertain personally identifiable information about a student; and
3. The record code is not based on a student's social security number or other personal information.

**Sec. 6.24.2.13. Authenticating Requestors' Identities**

ILTexas must use reasonable methods to identify and authenticate the identity of parents, students, school officials, and any other parties to whom ILTexas discloses personally identifiable information from education records.

**Sec. 6.24.2.14. Transfer Not Permitted**

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Personal information from student education records shall be transferred to a third party only on the condition that such party will not permit any other party to have access to such information without the written consent of the student's parent. If a third party permits access to information in violation of this policy, ILTexas shall not permit access to information from education records to that third party for a period of not less than five years.

ILTexas shall inform a party to whom a disclosure is made of the requirements of 34 CFR 99.33, unless the disclosure is made pursuant to a court order, lawfully issued subpoena, or litigation; the disclosed information is directory information; the disclosure concerns sex offenders; or the disclosure is made to a parent of a student who is not an eligible student or to a student.

ILTexas may disclose personally identifiable information with the understanding that the party receiving the information may make further disclosures of the information on behalf of ILTexas if:

1. The disclosures meet the requirements of 34 CFR 99.31; and
2. ILTexas has complied with the requirements of 34 CFR 99.32(b) regarding the record of disclosure; or a state or local educational authority or federal official or agency listed requesting information through a subpoena or ex parte order has complied with the requirements of 34 CFR 99.32(b)(2).

**Sec. 6.24.2.15. Record of Access to Student Records**

Each campus shall maintain a record, kept with the education record of each student, that indicates all individuals, agencies, or organizations that have requested or obtained access to a student's education records, as well as the names of state and local educational authorities and federal officials and agencies listed in 34 CFR 99.31(a)(3) that may make further disclosures of personally identifiable information from the student's education records without consent. ILTexas must obtain a copy of the record of further disclosures maintained by the named authorities, officials, and agencies under 34 CFR 99.32(b)(2) and make it available in response to a parent's request to review the record.

ILTexas must record the following information when it discloses personally identifiable information from education records under the health or safety emergency exception [see HEALTH & SAFETY EMERGENCY, above]:

1. The articulable and significant threat to the health or safety of a student or other individuals that formed the basis for the disclosure; and
2. The parties to whom ILTexas disclosed the information.

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The records shall include at least the name of the person or agency that made the request and the legitimate interest the person or agency had in the information. The record will be maintained as long as ILTexas maintains the student's education record. The record of access shall be available only to parents, school officials responsible for custody of the records, and those state, local, and federal officials authorized to audit the operation of the system.

The record shall not include requests for access by, or access granted to, parents of the student or officials of ILTexas, requests accompanied by prior written consent of the parent, requests for directory information, or a party seeking or receiving records in accordance with a subpoena or ex parte order.

**Sec. 6.24.2.16. Right to Amend Records**

The parent of a student whose records are covered by this policy may ask ILTexas to amend the student's record if the parent believes it contains information that is inaccurate, misleading, or in violation of the student's right of privacy or other rights. If ILTexas decides not to amend the education records requested, it shall inform the parent of its decision and his or her right to a hearing to challenge the content of the student's education records.

If ILTexas decides to amend the records as a result of the hearing, it shall inform the parent in writing. If, as a result of the hearing, ILTexas decides not to amend the records, it shall inform the parent of the right to place a statement in the records commenting on the contested information and/or stating why the parent disagrees with the decision of ILTexas. Any explanation shall be maintained with the contested part of the record for as long as the record is maintained and shall be disclosed whenever the contested portion of the record is disclosed.

**Sec. 6.24.2.17. Fees for Copies**

No fee shall be charged to search for or to retrieve the education records of a student. A fee may be charged for copies of education records that are made for the parents or students under this policy provided that the fee does not effectively prevent them from exercising their right to inspect and review those records. Hardship cases shall be dealt with on an individual basis.

**Sec. 6.24.2.18. Records of Students with Disabilities**

ILTexas shall permit parents to inspect and review education records collected, maintained, or used for purposes of identifying, evaluating, placing, or educating students with disabilities.

**Sec. 6.24.2.18.1. *Access Rights***

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In addition to policies applicable to all student records, the following guidelines shall apply when parents of a student with disabilities request to review or inspect school records relating to the education of their child:

1. Parents may request that a representative inspect and review the records.
2. ILTexas shall comply with a request without unnecessary delay and before any meeting regarding an individualized education program (IEP) or hearing relating to the identification, evaluation, or placement of the child, and in no case longer than 45 days after the request.
3. ILTexas shall keep a record of persons obtaining access to these student records (except access by parents and authorized employees), including name, date of access, and the purpose for which the person is authorized to use the records.

Sec. 6.24.2.18.2. List of Types and Locations of Information

ILTexas shall provide parents on request a list of types and locations of education records.

Sec. 6.24.2.18.3. Parental Consent

Parental consent must be obtained before personally identifiable information is used for any purpose other than meeting a requirement under the Individuals with Disabilities Education Act or disclosed to anyone other than officials of agencies collecting or using this information. ILTexas may not release information from these records without parental consent except as provided in FERPA.

Sec. 6.24.2.18.4. Confidentiality

ILTexas shall protect the confidentiality of personally identifiable information in collection, storage, disclosure, and destruction of records. One official in ILTexas shall assume responsibility for ensuring confidentiality of personally identifiable information. All persons collecting or using this information shall receive training or instruction concerning the legal requirements involved in handling these records. ILTexas shall maintain for public inspection a current listing of the names and positions of employees who may have access to this information.

Sec. 6.24.2.18.5. Destruction of Information

ILTexas shall inform parents when personally identifiable information collected, maintained, or used to provide special education and related services is no longer needed to provide educational services to the student. Such information shall be destroyed at the request of the parents.



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A permanent record of the student's name, address, phone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

**Sec. 6.24.2.19. Annual Notification of Rights**

ILTexas shall give parents of students in attendance and eligible students in attendance annual notification of their rights under FERPA.

The notice must inform parents or eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the Act and 34 CFR 99.31 authorize disclosure without consent; and
4. File with the United States Department of Education a complaint under 34 CFR 99.63 and 99.64 concerning alleged failures by ILTexas to comply with the requirements of the Act and 34 CFR part 99.

The notice must include all of the following:

1. The procedure for exercising the right to inspect and review education records.
2. The procedure for requesting amendment of records under 34 CFR 99.20.
3. If ILTexas has a policy of disclosing education records under 34 CFR 99.31(a)(1), a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

ILTexas may provide this notice by any means that are reasonably likely to inform the parents or eligible students of their rights. ILTexas shall effectively notify parents who are disabled and parents of students who have a primary or home language other than English.

**Sec. 6.24.2.20. Custodian of Records**

The Superintendent or designee is designated as the custodian of all student records. The Principal of each campus is designated as an agent of the Superintendent or designee for the purposes of the receipt of requests concerning the disclosure of student records.

**Sec. 6.24.3. DIRECTORY INFORMATION**

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Certain information about students is considered “directory information” and will be released to anyone who follows procedures for requesting it unless the parent or eligible student objects in writing to its release, within a reasonable time period set by the Superintendent, of receiving notice of FERPA rights. A parent or eligible student may also choose to opt out of the release of directory information at any time during the school year. At any time after restricting the release of directory information, a parent or eligible student may in writing authorize ILTexas to release directory information.

**Sec. 6.24.3.1. Definition**

ILTexas has designated the following categories of information as directory information for the purpose of disclosure relating solely to school-sponsored/school-affiliated purposes:

1. Student’s name;
2. Address;
3. Telephone listing;
4. Electronic mail address;
5. Photographs (including video images);
6. Date and place of birth;
7. Major field of study;
8. Dates of attendance;
9. Grade level;
10. Participation in officially recognized activities and sports;
11. Weight and height of members of athletic teams;
12. Degrees, honors, and awards received; and
13. The most recent educational agency or institution attended.

“Directory information” does not include a student’s:

1. Social security number; or
2. Student identification number, unless the student identification number, user identification number, or other unique personal identifier used by the student for purposes of accessing or communicating in electronic systems cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user’s identity, such as a personal identification number, password, or other factor known or possessed only by the authorized user.

School-sponsored/school-affiliated purposes are those events/activities that ILTexas conducts and/or sponsors to support ILTexas’s educational mission. Examples include, but are not limited to:

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1. Extracurricular programs or events (e.g., school plays, concerts, athletic events, graduation ceremonies).
2. Publications (e.g., newsletters, yearbook, etc.).
3. Honor roll and other student recognition lists.
4. Marketing materials of the School (e.g., print media, website, videos, newspaper, etc.).

ILTexas has designated the following categories of information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. Student's name;
2. Address;
3. Telephone listing; and
4. E-mail address.

**Sec. 6.24.3.2. Disclosure of Directory Information**

ILTexas shall not release directory information except for the purposes indicated above, namely:

1. Disclosure relating to school-sponsored/school-affiliated purposes; and
2. Disclosure to military recruiters and institutions of higher education, but only for secondary students.

**Sec. 6.24.3.3. In Class**

A parent or eligible student may not use the right of refusal to opt out of directory information disclosures to prevent ILTexas from disclosing or requiring a student to disclose the student's name, identifier, or institutional e-mail address in a class in which the student is enrolled.

**Sec. 6.24.3.4. Former Students**

ILTexas may disclose directory information about former students without satisfying the public notice conditions above. However, ILTexas must continue to honor any valid request to opt out of the disclosure of directory information made while a student was in attendance unless the student rescinds the opt-out request.

**Sec. 6.24.3.5. Confirmation of Identity or Records**

ILTexas may not disclose or confirm directory information without meeting the written consent requirements in 34 CFR 99.30 if a student's social security number or other non-directory

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information is used alone or combined with other data elements to identify or help identify the student or the student's records.

**Sec. 6.24.3.6. Designation of Directory Information**

ILTexas may designate as directory information any or all information defined as directory information by FERPA. Directory information under that Act that is not designated by ILTexas as directory information is excepted from disclosure by ILTexas under Government Code Chapter 552.

Directory information consented to by a parent for use only for a limited school-sponsored purpose, such as for a student directory, student yearbook, or school publication, if any such purpose has been designated by ILTexas, remains otherwise confidential and may not be released under Government Code Chapter 552.

**Sec. 6.24.3.7. Student Recruiting Information**

Notwithstanding the DIRECTORY INFORMATION provisions above, each school receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students' names, addresses, and telephone listings.

A secondary school student or the parent of the student may request that the student's name, address, and telephone listing described above not be released without prior written parental consent. ILTexas shall notify parents of the option to make a request and shall comply with any request.

**Sec. 6.24.4. INFORMATION FROM LAW ENFORCEMENT****Sec. 6.24.4.1. Oral Notice of Arrest or Referral**

Upon receipt of oral notice from a law enforcement agency that it has arrested a student or referred a student to the juvenile board for a specified offense, the Superintendent shall promptly notify all instructional and support personnel who have responsibility for supervising the student. All personnel shall keep the information received confidential.

**Sec. 6.24.4.2. Written Notice of Arrest or Referral**

Upon subsequent receipt of confidential, written notice of the arrest or referral, the Superintendent or designee may send the information in the confidential notice to a School employee having direct supervisory responsibility over the student if the Superintendent or designee determines that the

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employee needs the information for educational purposes or for the protection of the person informed or others.

**Sec. 6.24.4.3. Oral Notice of Conviction or Adjudication**

Upon receipt of oral notice from a prosecuting attorney of a student's conviction, deferred prosecution, or adjudication of a specified offense, including a statement as to whether the student is required to register as a sex offender, the Superintendent shall, within 24 hours of receiving the notice, notify all instructional and support personnel who have regular contact with the student.

**Sec. 6.24.4.4. Notice of Transfer or Reenrollment**

Upon receipt of notice from a parole, probation, or community supervision office having jurisdiction over a student that a student has transferred or reenrolled, the Superintendent shall, within 24 hours of receiving the notice, notify all instructional and support personnel who have regular contact with the student.

A person who receives information described above shall not disclose it except as specifically authorized by Code of Criminal Procedure 15.27.

Information received by ILTexas under this provision shall not be attached to the permanent academic file of the student who is the subject of the report. ILTexas shall destroy the information at the end of the academic year in which the report was filed.

**Sec. 6.24.4.5. Duty to Flag Records**

Upon receipt of notification from a law enforcement agency or the missing children and missing persons information clearinghouse that a child under 11 years of age who attended or who is enrolled in ILTexas is missing, ILTexas shall flag the child's records and maintain the records in its possession so that on receipt of a request regarding the child, ILTexas will be able to notify law enforcement or the missing children and missing persons information clearinghouse that a request for a flagged record has been made.

**Sec. 6.24.4.5.1. Request in Person**

When a request for a flagged record is made in person, ILTexas may not advise the requesting party that the request concerns a missing child and shall:

1. Require the person requesting the flagged record to complete a form stating the person's name, address, telephone number, and relationship to the child for whom a request is made, and the name, address, and birth date of the child;



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2. Obtain a copy of the requesting party's driver's license or other photographic identification, if possible;
3. If the request is for a birth certificate, inform the requesting party that a copy of a certificate will be sent by mail; and
4. Immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and include a physical description of the requesting party, the identity and address of the requesting party, and a copy of the requesting party's driver's license or other photographic identification.

After providing the information listed above, ILTexas shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

*Sec. 6.24.4.5.2. Request in Writing*

When a request for a flagged record is made in writing, ILTexas may not advise the requesting party that the request concerns a missing child and shall immediately notify the appropriate law enforcement agency that a request has been made concerning a flagged record and provide to the law enforcement agency a copy of the written request. After providing the notification, ILTexas shall mail a copy of the requested record to the requesting party on or after the 21st day after the date of the request.

*Sec. 6.24.4.5.3. Removal of Flag*

On the return of a missing child under 11 years of age, the law enforcement agency shall notify each school that has maintained flagged records for the child that the child is no longer missing. On receipt of this notification, ILTexas shall remove the flag from the records.

A school that has reason to believe that a missing child has been recovered may request confirmation that the missing child has been recovered from the appropriate law enforcement agency or the missing children and missing persons information clearing-house. If a response is not received after the 45th day after the date of the request for confirmation, ILTexas may remove the flag from the record and shall inform the law enforcement agency or the missing children and missing persons information clearing-house that the flag has been removed.

**Sec. 6.24.5. ACCESS TO RECORDS UNDER THE IDEA**

The IDEA grants parents the right to inspect and review all educational records with respect to the identification, evaluation, educational placement, and the provision of FAPE to the child. 34 CFR § 300.501(a). ILTexas must permit parents to inspect and review any education records relating to their children that are collected, maintained, or used by the district under the IDEA. ILTexas must comply with the request without unnecessary delay and before any meeting regarding an IEP, any

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due process hearing, or resolution session, and in no case more than 45 days after the request has been made. 34 CFR § 300.613(a).

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**Sec. 6.25.1. REFERRAL FOR FULL AND INDIVIDUAL INITIAL EVALUATION**

Referral of students for a full and individual initial evaluation for possible special education services shall be a part of **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** overall general education referral or screening system. Either a parent, TEA, another state agency, or ILTexas may initiate a request for an initial evaluation.

**Sec. 6.25.1.1. Obligation to Refer**

Before referral, students experiencing difficulty in the general classroom should be considered for all support services available to all students. If a student continues to experience difficulty in the general classroom after the provision of interventions, ILTexas personnel must refer the student for a full and individual initial evaluation. 20 U.S.C. 1414(a)(1); 34 CFR 300.301; 19 TAC 89.1011.

**Sec. 6.25.1.2. Parent Request**

If a parent submits a written request for a full individual and initial evaluation of a student, ILTexas shall, not later than the 15th school day after the date ILTexas receives the request:

1. Provide the parent with prior written notice of its proposal to conduct an evaluation consistent with 34 CFR 300.503, a copy of the procedural safeguards notice required by 34 CFR 300.504, and an opportunity to give written consent for the evaluation; or
2. Provide the parent with prior written notice of its refusal to conduct an evaluation consistent with 34 CFR 300.503, and a copy of the procedural safeguards notice required by 34 CFR 300.504.

20 U.S.C. 1414(a)(1); 34 C.F.R. 300.301; 19 TAC 89.1011(a), (b); Education Code 29.004(c).

**Sec. 6.25.2. NOTICE OF RIGHTS**

ILTexas shall provide written notice to a student’s parent or guardian within a reasonable time before proposing or refusing to initiate the identification, evaluation, or educational placement of a student or the provision of a FAPE. 20 U.S.C. 1415(b)(3); 34 CFR 300.503(a).

**Sec. 6.25.3. INITIAL EVALUATION**

ILTexas shall conduct a full and individual initial evaluation before the initial provision of special education and related services. 20 U.S.C. 1414(a)(1)(A).

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ILTexas shall ensure that evaluations of children who transfer from one district to another in the same academic year are coordinated with the children's prior and subsequent schools, as necessary and as expeditiously as possible, to ensure prompt completion of evaluations. 20 U.S.C. 1414(b)(3)(D).

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation shall not be considered to be an evaluation for eligibility for special education and related services. 20 U.S.C. 1414(a)(1)(E).

**Sec. 6.25.3.1. Consent for Initial Evaluation**

ILTexas shall make reasonable efforts to obtain informed parental consent before conducting an initial evaluation.

If the parent does not provide consent for an initial evaluation or fails to respond to a request to provide consent, ILTexas may—but is not required to—pursue the initial evaluation by utilizing due process procedures, except to the extent inconsistent with state law relating to such parental consent.

Parental consent to initial evaluation shall not be construed as consent for placement for special education and related services. 20 U.S.C. 1414(a)(1)(D)(i)(1); 34 CFR 300.300.

**Sec. 6.25.3.1.1. Wards of the State**

If the child is a ward of the state and is not residing with the child's parent, ILTexas shall make reasonable efforts to obtain the informed consent from the parent for an initial evaluation, unless:

1. ILTexas cannot discover the whereabouts of the parent, despite reasonable efforts to do so;
2. The rights of the parent have been terminated; or
3. The rights of the parent to make educational decisions have been subrogated and an individual appointed by a judge to represent the student has given consent for an initial evaluation.

20 U.S.C. 1414(a)(1)(D)(iii); 34 CFR 300.300(a)(2).

**Sec. 6.25.4. PROVIDING ASSISTANCE TO STUDENTS WHO HAVE LEARNING DIFFICULTIES OR NEED SPECIAL EDUCATION SERVICES**

If a student is experiencing learning difficulties, the parent may contact their child's campus principal to learn about ILTexas's overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for

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a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (“RtI”). The implementation of RtI has the potential to have a positive impact on ILTexas’s ability to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services by presenting a written request to [**DIRECTOR OF SPECIAL EDUCATION SERVICES**] or to a ILTexas administrative employee. ILTexas must, within 15 school days of receiving the request, either (1) give the parent an opportunity to give written consent for the evaluation or (2) refuse to provide the evaluation and provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with ILTexas. Additionally, the parent will receive a copy of the *Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities*.

If consent for evaluation is obtained, ILTexas must generally complete the evaluation and report within 45 school days of the date ILTexas receives the written consent. ILTexas must give a copy of the evaluation report to the parent.

**Sec. 6.25.5. NOTIFICATION TO PARENTS REGARDING INTERVENTION STRATEGIES**

Each school year, ILTexas shall notify a parent of each child, other than a child enrolled in a special education program, who receives assistance from the ILTexas for learning difficulties, including through the use of intervention strategies that ILTexas, provides to the child. The notice must:

1. Be provided when the child begins to receive the assistance for that school year;
2. Be written in English or, to the extent practicable, the parent’s native language; and
3. Include:
  - a. A reasonable description of the assistance that may be provided to the child, including any intervention strategies that may be used;
  - b. Information collected regarding any intervention in the base tier of a multi-tiered system of supports that has previously been used with the child;
  - c. An estimate of the duration for which the assistance, including through the use of intervention strategies, will be provided;
  - d. The estimated time frames within which a report on the child’s progress with the assistance, including any intervention strategies used, will be provided to the parent; and
  - e. A copy of a written explanation of the options and requirements for providing assistance to students who have learning difficulties or who need or may need special education. The explanation must state that a parent is entitled at any time to request an



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evaluation of the parent's child for special education services or for aids, accommodations, or services under Section 504 of the Rehabilitation Act.

The notice under this policy may be provided to a child's parent at a Section 504 meeting.

A parent is entitled to access to all written records of ILTexas concerning the parent's child, including attendance records, test scores, grades, disciplinary records, counseling records, psychological records, applications for admission, health and immunization information, teacher and school counselor evaluations, reports of behavioral progress, and records relating to assistance provided for learning difficulties, including information collected regarding any intervention strategies used with the child.

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**BOARD POLICY MANUAL****POLICY GROUP 6 - SPECIAL EDUCATION****VIDEO SURVEILLANCE OF SPECIAL EDUCATION SETTINGS****Sec. 6.26.1. DEFINITIONS**

For purposes of this policy, the following terms will have the meanings set forth below:

**“Parent”** means a person standing in parental relation to a child, including a guardian, and whose child receives special education and related services and assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day.

**“Staff member”** means a teacher, related service provider, paraprofessional, counselor, or educational aide assigned to work in a self-contained classroom or other special education setting.

**“Board”** means a majority of the **INTERNATIONAL LEADERSHIP OF TEXAS (“ILTexas”)** Board of Directors.

**“School business day”** means a day that campus or ILTexas administrative offices are open.

**“Time-Out”** has the meaning assigned by Section 37.0021.

**“Self-contained classroom”** means a classroom on a regular ILTexas campus (*i.e.*, a campus that serves students in general education and students in special education) in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook adopted by the Texas Education Agency (“TEA”):

1. self-contained (mild/moderate/severe) regular campus;
2. full-time early childhood (preschool program for children with disabilities) special education setting;
3. residential care and treatment facility--self-contained (mild/moderate/severe) regular campus;
4. residential care and treatment facility--full-time early childhood special education setting;
5. off home campus--self-contained (mild/moderate/severe) regular campus; or
6. off home campus--full-time early childhood special education setting.

**“Other special education setting”** means a classroom on a separate ILTexas campus (*i.e.*, a campus that serves only students who receive special education and related services) in which a majority of the students in regular attendance are provided special education and related services and have one of the following instructional arrangements/settings described in the Student Attendance Accounting Handbook adopted by the TEA:

1. residential care and treatment facility--separate campus; or
2. off home campus--separate campus.

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**“Incident”** means an event or circumstance that involves alleged “abuse” or “neglect,” as those terms are described in Texas Family Code §261.001, of a student by a ILTexas employee or alleged “physical abuse” or “sexual abuse,” as those terms are described in Texas Family Code § 261.410, of a student by another student; and allegedly occurred in a self-contained classroom or other special education setting in which video surveillance is conducted under Texas Education Code §29.022.

**Sec. 6.26.2. PROMOTION OF STUDENT SAFETY**

ILTexas will, upon receipt of a written request authorized by this policy, provide equipment, including a video camera, to the school or schools specified in the request

A school or campus that receives equipment due to a video surveillance request shall place, operate, and maintain one or more video cameras in self-contained classrooms and other special education settings in which a majority of the students in regular attendance are provided special education and related services and are assigned to one or more self-contained classrooms or other special education settings for at least 50 percent of the instructional day.

ILTexas may not:

1. allow regular or continual monitoring of video recorded under this policy; or
2. use video recorded under this policy for routine teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

**Sec. 6.26.3. PROCEDURES FOR REQUESTING VIDEO SURVEILLANCE**

Video surveillance under this policy is for the purpose of promoting student safety in certain self-contained classrooms and other special education settings.

**Sec. 6.26.3.1. Parent Request**

A parent may request in writing that equipment be provided to the school or campus at which the parent’s child receives special education services in one or more self-contained classrooms or other special education settings.

**Sec. 6.26.3.2. Board Request**

The Board may request in writing that equipment be provided to one or more specified schools or campuses at which one or more children receive special education services in self-contained classrooms or other special education settings.

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The Principal or Assistant Principal of a school or campus at which one or more children receive special education services in self-contained classrooms or other special education settings may request in writing that equipment be provided to the Principal's or Assistant Principal's school or campus.

**Sec. 6.26.3.4. Staff Member Request**

A staff member assigned to work with one or more children receiving special education services in a self-contained classroom or other special education settings may request in writing that equipment be provided to the school or campus at which the staff member works.

**Sec. 6.26.3.5. Additional Procedures**

A school or campus that receives equipment as a result of the request of a parent or staff member is required to place equipment only in classrooms or settings in which the parent's child is in regular attendance or to which the staff member is assigned, as applicable.

A school or campus that receives equipment as a result of the request by the Board, Principal, or Assistant Principal is required to place equipment only in classrooms or settings identified by the requestor, if the requestor limits the request to specific classrooms or settings.

ILTexas shall designate an administrator (the "Administrator") at the ILTexas Central Office with responsibility for coordinating the provision of equipment to schools and campuses in compliance with this policy.

A written request must be submitted and acted on as follows:

1. A parent, staff member, or Assistant Principal must submit a request to the Principal or designee of the school or campus addressed in the request, and the Principal or designee must provide a copy of the request to the Administrator.
2. A Principal must submit a request by the Principal to the Administrator.
3. The Board must submit a request to the Administrator, and the Administrator must provide a copy of the request to the Principal or designee of the school or campus addressed in the request.

ILTexas shall provide a response to a request not later than the seventh school business day after receipt of the request by the person to whom it must be submitted that either authorizes the request or states the reason for denying the request. Unless granted an extension by the TEA, the school

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or campus must begin operation of a video camera in compliance with this policy not later than the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the request is authorized.

A parent of a student whose admission, review, and dismissal committee has determined that the student's placement for the following school year will be in a classroom or other special education setting in which a video camera may be placed to make a request for the video camera by the later of the date on which the current school year ends, or the 10th school business day after the date of the placement determination by the admission, review, and dismissal committee. Unless the TEA grants an extension of time, the school or campus must begin operation of a video camera not later than the later of the 10th school day of the fall semester or the 45th school business day, or the first school day after the 45th school business day if that day is not a school day, after the date the request is made.

**Sec. 6.26.4. ADVANCE WRITTEN NOTICE TO CAMPUS STAFF AND PARENTS**

Before ILTexas activates a video camera in a classroom or other special education setting, ILTexas shall provide written notice of the placement to all school or campus staff and to the parents of each student attending class or engaging in school activities in the classroom or setting. This notice shall be in the form of a "Notice of Installation of Video and Audio Recording Equipment" form adopted by the Superintendent or designee, and shall be distributed to all parties prior to the start of recording.

At ILTexas's discretion, campuses may post a notice at the entrance of any self-contained classroom or other special education setting in which video camera are placed stating that video and audio surveillance are conducted in the classroom or setting.

**Sec. 6.26.5. TIMES OF OPERATION**

Cameras shall be operational at all times during the instructional day when students are in the self-contained classroom or other special education setting.

A school or campus that places a video camera in a classroom or other special education setting shall operate and maintain the video camera in the classroom or setting, as long as the classroom or setting continues to satisfy the requirements under this policy, for the remainder of the school year in which the school or campus received the request, unless the requestor withdraws the request in writing.

If for any reason a school or campus will discontinue operation of a video camera during a school year, not later than the fifth school day before the date the operation of the video camera will be discontinued, the school or campus must notify the parents of each student in regular attendance



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in the classroom or setting that operation of the video camera will not continue unless requested by a person eligible to make a request.

Not later than the 10th school day before the end of each school year, the school or campus must notify the parents of each student in regular attendance in the classroom or setting that operation of the video camera will not continue during the following school year unless a person eligible to make a request for the next school year submits a new request.

This policy applies to placement, operation, and maintenance of a video camera in a self-contained classroom or other special education setting during the regular school year and extended school year services.

**Sec. 6.26.6. RESTRICTIONS ON VIDEO RECORDING**

Video cameras must be capable of covering all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out. Video cameras must also be capable of recording audio from all areas of the classroom or other special education setting, including a room attached to the classroom or setting used for time-out.

The inside of a bathroom or any area in the classroom or other special education setting in which a student's clothes are changed may not be visually monitored, except for incidental coverage of a minor portion of a bathroom or changing area because of the layout of classroom or setting.

**Sec. 6.26.7. RETENTION OF RECORDINGS**

ILTexas shall retain video recordings from a video camera placed under this policy for at least three months after the date the video was recorded.

If a person described in Section 6.26.8.1 as eligible to receive a copy of a video requests to view a video recording from a video camera placed under this policy, ILTexas must retain the recording from the date of receipt of the request until the person has viewed the recording and a determination has been made as to whether the recording documents an alleged incident. If the recording documents an alleged incident, ILTexas shall retain the recording until the alleged incident has been resolved, including the exhaustion of all appeals.

A video recording under this policy is a governmental record only for purposes of Section 37.10, Penal Code.

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**Sec. 6.26.8. CONFIDENTIALITY OF VIDEO RECORDINGS**

A video recording of a student is confidential and may not be released or viewed except as provided by Texas Education Code §29.022; the Family Educational Rights and Privacy Act of 1974 (“FERPA”); or other applicable law.

**Sec. 6.26.8.1. Requests to View a Video Recording**

ILTexas will release a recording for viewing by:

1. A ILTexas employee who is involved in an alleged incident that is documented by the recording and has been reported to ILTexas, on request of the employee;
2. A parent of a student who is involved in an alleged incident that is documented by the recording and has been reported to ILTexas, on request of the parent;
3. Appropriate Department of Family and Protective Services personnel as part of an investigation under Section 261.406, Family Code;
4. A peace officer, a school nurse, a district-level or campus-level administrator trained in de-escalation and restraint techniques as provided by commissioner rule, or a human resources staff member designated by the Board in response to a report of an alleged incident or an investigation of ILTexas personnel or a report of alleged abuse committed by a student; or
5. Appropriate TEA or State Board for Educator Certification personnel or agents as part of an investigation.

A contractor or employee performing job duties relating to the installation, operation, or maintenance of video equipment or the retention of video recordings who incidentally views a video recording is not in violation of this policy.

If a person described by subsections (4) or (5) above who views the video recording believes that the recording documents a possible violation under Subchapter E, Chapter 261, Family Code, the person shall notify the Department of Family and Protective Services for investigation in accordance with Family Code § 261.406.

If any person described by subsections (3), (4), or (5) above who views the recording believes that the recording documents a possible violation of ILTexas policy, the person may allow access to the recording to appropriate legal and human resources personnel. A recording believed to document a possible violation of ILTexas policy relating to the neglect or abuse of a student may be used as part of a disciplinary actions against ILTexas personnel and shall be released at the request of the student’s parent in a legal proceeding.

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If ILTexas determines that the recording is an “education record,” ILTexas shall release the recording in accordance with FERPA. State law does not limit the access of a student’s parent to a record regarding the student under FERPA or other law.

In order to review recordings for potential release, and operation and maintenance of the equipment, the following individuals shall have access to the video equipment: list out titles/departments that may have access to video equipment.

**Sec. 6.26.9. PROCEDURES FOR REPORTING A COMPLAINT AND/OR REQUESTING TO VIEW RECORDING**

Video and audio recording equipment shall be used for safety purposes to access documented, specific incidents. To report a complaint of alleged abuse or neglect to ILTexas and/or to request to view a recording allowed by Section 6.26.8 above, a written “Incident Report Form,” as adopted by the Superintendent or designee, shall be used by the requestor. This form will be completed to the extent of known information, and returned to the Superintendent or designee for validation.

**Sec. 6.26.10. GRIEVANCE PROCEDURES**

The special education dispute resolution procedures in 34 C.F.R. §§ 300.151-300.153 and 300.504-300.515, do not apply to complaints alleging that ILTexas has failed to comply with Education Code § 29.022. Complaints alleging violations of ILTexas’s video surveillance obligations for special education settings under Education Code § 29.022 must be addressed through ILTexas’s Student and Parent Grievance Process (see PG-3.XX), as adopted by the Board.

ILTexas, a parent, staff member, or an administrator may request an expedited review by the TEA of ILTexas’s (1) denial of a request, (2) request for an extension of time to begin operation of a video camera, or (3) determination to not release a video recording to an individual. If ILTexas, a parent, staff member or administrator requests an expedited review, the TEA shall notify all other interested parties of the request.

If an expedited review has been requested, the TEA shall issue a preliminary judgment as to whether ILTexas is likely to prevail on the issue under a full review by the TEA. If the TEA determines ILTexas is not likely to prevail, ILTexas must fully comply with the policy notwithstanding an appeal of the TEA’s decision. The TEA shall notify the requestor and ILTexas, if ILTexas is not the requestor, of the TEA’s determination.

**Sec. 6.26.11. FUNDING**

ILTexas may solicit and accept gifts, grants, and donations from any person to implement the requirements in Education Code § 29.022. ILTexas is not permitted to use Individuals with

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Disabilities Education Act, Part B, funds or state special education funds to implement the requirements of Education Code requirements of Education Code § 29.022.

**Sec. 6.26.12. NO WAIVER OF IMMUNITY**

The requirements described by this policy do not:

1. Waive any immunity from liability of ILTexas, or of ILTexas officers or employees; or
2. Create any liability for a cause of action against ILTexas or against ILTexas officers or employees.

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**GENERAL AND FISCAL GUIDELINES**

**Sec. 6.27.1. COMPLIANCE WITH GENERAL AND FISCAL GUIDELINES**

**INTERNATIONAL AMERICAN EDUCATION FEDERATION, INC. (“I.A.E.F.”)** must comply with the Texas Education Agency General and Fiscal Guidelines.

**Sec. 6.27.2. CHARGING COSTS TO SPECIAL EDUCATION GRANT**

I.A.E.F. may charge costs to a special education grant when those costs follow the I.A.E.F.’s local written procedures for allowability of costs and meet the following criteria:

- Are reasonable for the performance of the special education grant and are allocable under the applicable cost principles;
- Conform to limitations or exclusions set forth in applicable cost principles or the special education grant agreement as to types or amount of costs;
- Are consistent with policies and procedures that apply uniformly to federally or state-funded activities funded from other sources;
- Are accorded consistent treatment among all grant programs, regardless of funding source;
- Are not included as a cost or used to meet cost-sharing or matching requirements of any other federally or state-funded program in the current or a prior period; and
- Are adequately documented.

**Sec. 6.27.3. REASONABLE COST**

A cost can be considered reasonable if it meets the following standards:

- The cost is of a type generally recognized as ordinary and necessary for the operation of I.A.E.F. or grant performance;
- Restrictions or requirements are imposed for generally accepted sound business practices, arms-length bargaining, federal or state laws and regulations, and grant award terms and conditions;
- Consideration is given to market prices for comparable goods or services for the geographical area;
- Individuals are acting with prudence in the circumstances of responsibility to I.A.E.F. and federal and state government; and
- There are no significant deviations from established practices of the I.A.E.F. that may unjustifiably increase grant costs.

**Sec. 6.27.4. Allocating Costs**

A cost is allocable to the special education grant in accordance with relative benefits received if it is treated consistently with other costs incurred for the same purposes in like circumstance and if it meets the following:

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- Is incurred specifically for the grant;
- Benefits both the grant and the other work and can be distributed in reasonable proportion to the benefits received; and
- Is necessary to the overall operation of the I.A.E.F. and is assignable in part to the special education grant award in accordance with the principles of this framework.

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# Cover Sheet

## DISCUSS REAL ESTATE ISSUES (SECTION 551.071 TEXAS GOVERNMENT CODE)

**Section:** V. Executive Session  
**Item:** B. DISCUSS REAL ESTATE ISSUES (SECTION 551.071 TEXAS  
GOVERNMENT CODE)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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# Cover Sheet

## Discuss Personnel Matters (Section 551.074 Texas Government Code)

**Section:** V. Executive Session  
**Item:** C. Discuss Personnel Matters (Section 551.074 Texas Government Code)  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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## Cover Sheet

Consider and take possible action to retain Gravely & Pearson, L.L.P. for campus defect litigation.

**Section:** VI. Action Items from Executive Session  
**Item:** A. Consider and take possible action to retain Gravely & Pearson, L.L.P. for campus defect litigation.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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# Cover Sheet

## CONSIDER/ACT ON APPROVAL OF NEW TEMPORARY LOCATION FOR LANCASTER/DESOTO HIGH SCHOOL

**Section:** VI. Action Items from Executive Session  
**Item:** C. CONSIDER/ACT ON APPROVAL OF NEW TEMPORARY LOCATION  
FOR LANCASTER/DESOTO HIGH SCHOOL  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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## Consider/Act on Chief Growth Officer job description and contract.

**Section:** VI. Action Items from Executive Session  
**Item:** D. Consider/Act on Chief Growth Officer job description and contract.  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx



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