



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

## September 19, 2018 Regular Meeting

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### Date and Time

Wednesday September 19, 2018 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 August 15, 2018 Regular Meeting	Approve Minutes		
Approve minutes for August 15, 2018 Regular Meeting on August 15, 2018			
<b>D.</b> Approve Minutes of the August 19, 2018 Special Meeting	Approve Minutes		
Approve minutes for August 19, 2018 Special Meeting on August 19, 2018			

## II. Public Speakers

### III. Reports

**6:15 PM**

- |                      |     |                              |
|----------------------|-----|------------------------------|
| <b>A.</b> CAO Report | FYI | Dr. Laura Carrasco-Navarrete |
| <b>B.</b> CEO Report | FYI | Dr. Alan Seay                |

Chief Executive Officer Dr. Alan Seay will present the CEO Report.

### IV. Board Action Items

**6:15 PM**

- |   |      |               |
|---|------|---------------|
| <b>A.</b> CONSIDER/ACT ON STUDENT PROPOSAL TO IMPLEMENT DISTRICT-WIDE RECYCLING PROGRAM | Vote | Dr. Alan Seay |
|---|------|---------------|

Consider and act on proposal of ILTexas Garland High School student Tu Le for a recycling program to be implemented throughout the District.

- |   |      |                |
|---|------|----------------|
| <b>B.</b> CONSIDER/ACT ON APPROVAL OF AUGUST, 2018 FINANCIAL REPORT | Vote | Ronald Kuehler |
|---|------|----------------|

Consider and take possible action to approve the August, 2018 Financial Report.

- |   |      |               |
|---|------|---------------|
| <b>C.</b> CONSIDER/ACT ON WAIVER REQUESTS FOR REPLICATION GRANTS FOR TWO HIGH SCHOOLS | Vote | Dr. Alan Seay |
|---|------|---------------|

Consider/Act to approve the filing of requests that TEA waive the requirement of 19TAC100.1033(b)(13)(A)(vi) the new charter school campuses serve at least 100 students in the first year of operation in order to qualify for 2018-2020 High-Quality Replication Grants

- |   |      |               |
|---|------|---------------|
| <b>D.</b> CONSIDER/ACT TO APPROVE DATA QUALITY MANUAL | Vote | Dr. Alan Seay |
|---|------|---------------|

Consider/Act to approve the updated ILTexas Data Quality Manual (PEIMS).

- |  |      |               |
|--|------|---------------|
| <b>E.</b> CONSIDER/ACT TO APPROVE TARGETED IMPROVEMENT PLANS | Vote | Dr. Alan Seay |
|--|------|---------------|

Consider/Act to approve plan of action for campuses rated as "Improvement Required."

\*\*\* RESOLUTION FOR SIGNATURE \*\*\*

- |   |      |          |
|---|------|----------|
| <b>F.</b> CONSIDER/ACT TO AUTHORIZE BORROWING FROM CLIFTON HIGHER EDUCATION FINANCE CORPORATION | Vote | Tom Sage |
|---|------|----------|

Consider and adopt a resolution authorizing a borrowing from the Clifton Higher Education Finance Corporation to finance educational facilities, approving the issuance of bonds and the execution and delivery of certain documents related thereto, and containing other related matters.

- |  |      |               |
|--|------|---------------|
| <b>G.</b> CONSIDER/ACT TO SELECT FINANCING TEAM TO ISSUE BONDS FROM A HIGHER EDUCATION FINANCE CORPORATION | Vote | Dr. Alan Seay |
|--|------|---------------|

Consider and adopt a resolution selecting a financing team for the issuance of bonds, authorizing a borrowing from a higher education finance corporation to finance educational facilities and the execution and delivery of certain documents related thereto, and containing other related matters.

**V. Executive Closed Session**

**6:15 PM**

- A. Authorization** Discuss

If during the course of the meeting covered by this notice, the Board should determine that a closed or executive meeting or session of the Board should be held or is required, then such closed or executive meeting or session as authorized by Chapter 551 of the Texas Government Code (the Open Meetings Act) will be held by the Board at the date, hour, and place given in this notice or as soon after the commencement of the meeting covered by this notice as the Board may conveniently meet in such closed or executive session concerning any and all subjects and for any and all purposes permitted by Section 551.071 through Section 551.084 inclusive of said Open Meetings Act.

**VI. Board Action Items II**

**6:15 PM**

- A. CONSIDER/ACT TO DETERMINE COURSE OF ACTION RESPECTING DISPUTED PROPERTY TAX CLAIMS** Vote Dr. Alan Seay

Consider/Act to determine courses of action for disputing and paying property tax claims of appraisal districts (Harris, Tarrant).

**VII. Closing Items**

**6:15 PM**

- A. Adjourn Meeting** Vote

# Cover Sheet

## Approve Minutes of the August 15, 2018 Regular Meeting

**Section:** I. Opening Items  
**Item:** C. Approve Minutes of the August 15, 2018 Regular Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:**  
Minutes for August 15, 2018 Regular Meeting on August 15, 2018

**DRAFT**

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

## Minutes

August 15, 2018 Regular Meeting

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### **Date and Time**

Wednesday August 15, 2018 at 6:15 PM

### **Location**

1820 N. Glenville Dr., #100 | Richardson, TX 75081

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

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/s/ Finn Simmenssen, For ILTexas' Board

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### **Directors Present**

Curtis Donaldson (remote), Major General James Williams, Tracy Cox

### **Directors Absent**

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Dr. Lynne Beach, Edwin Flores

### **Directors Left Early**

Curtis Donaldson

### **Guests Present**

Dr. Laura Carrasco, Eddie Conger, Finn Simmensen, Ronald Kuehler

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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 Aug 15, 2018 @ 6:21 PM at 1820 N. Glenville Dr., #100 | Richardson, TX 75081.

### **C. Approve Minutes of the June 20, 2018 Regular Meeting**

Tracy Cox made a motion to approve minutes from the Board of Directors' Monthly Meeting on 06-20-18.

Curtis Donaldson seconded the motion.

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

Tracy Cox made a motion to approve minutes from the Board of Directors' Monthly Meeting on 06-20-18.

Curtis Donaldson seconded the motion.

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

### **D. Approve Minutes of the July 24, 2018 special Meeting**

Tracy Cox made a motion to approve minutes from the July 24, 2018 Special Meeting of the Board of Directors on 07-24-18.

Curtis Donaldson seconded the motion.

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

## **II. Reports**

### **A. CAO Report**

Dr. Laura Carrasco-Navarrete delivered the CAO Report.

### **B. CEO Report**

Dr. Alan Seay delivered the CEO Report.

## **III. Board Action Items**

### **A. CONSIDER/ACT ON APPROVAL OF JUNE, 2018 FINANCIAL REPORT (END OF YEAR)**

Mr. Ronald Kuehler presented the Report.

Tracy Cox made a motion to approve the June, 2018 Financial Report.

Curtis Donaldson seconded the motion.

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

### **B. CONSIDER/ACT ON APPROVAL OF JULY, 2018 FINANCIAL REPORT**

This item was not considered or acted on and was postponed until next month.

**C. CONSIDER/ACT ON Approval of ILTexas CNAs and CIPs**

The voluminous document comprising the CNAs and CIPs was appended in its entirety to the Board Packet and Members were advised to refresh their access to said document and to review it, prior to consideration and action on this Agenda Item.

Curtis Donaldson made a motion to approve the CNAs and CIPs.

Tracy Cox seconded the motion.

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

**D. CONSIDER/ACT ON PROCURING STAFF DEVELOPMENT WAIVERS FROM TEA**

Curtis Donaldson made a motion to approve applying for the Staff Development Waiver(s).

Tracy Cox seconded the motion.

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

**E. CONSIDER/ACT ON 2018-2019 ILTEXAS STUDENT CODE OF CONDUCT**

Dr. Alan Seay broefed the Board on the revised Code of Conduct.

Tracy Cox made a motion to approve the revised Code of Conduct.

Curtis Donaldson seconded the motion.

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

**F. CONSIDER/ACT ON ILTEXAS EMPLOYEE HANDBOOK**

Curtis Donaldson made a motion to approve the revised Employee Handbook.

Tracy Cox seconded the motion.

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

**G. CONSIDER/ACT TO APPROVE UPDATING COLLEGE STATION K-8 CAMPUS ADDRESS**

Tracy Cox made a motion to approve filing the amendment request to update the campus address.

Curtis Donaldson seconded the motion.

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

**IV. Executive Closed Session**

**A. Authorization**

The Board President determined that the Board would not hold Executive Session today.

Curtis Donaldson left early.

**V. Board Action Items**

**A. CONSIDER/ACT ON MATTERS DISCUSSED IN CLOSED SESSION**

No Items were considered or acted on.

**VI. Closing Items**

**A. Adjourn Meeting**

Tracy Cox made a motion to adjourn the meeting.

Major General James Williams 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 9:00 PM.

Respectfully Submitted,  
Finn Simmens



# Cover Sheet

## Approve Minutes of the August 19, 2018 Special Meeting

**Section:** I. Opening Items  
**Item:** D. Approve Minutes of the August 19, 2018 Special Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for August 19, 2018 Special Meeting on August 19, 2018

**DRAFT**

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

## Minutes

August 19, 2018 Special Meeting

### **Date and Time**

Sunday August 19, 2018 at 6:15 PM

### **Location**

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

### **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 Special 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.

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/s/ Finn Simmens, For ILTexas' Board

### **Directors Present**

Dr. Lynne Beach, Edwin Flores, Major General James Williams, Tracy Cox

### **Directors Absent**

Curtis Donaldson

**Guests Present**

Alan Seay, Finn Simmensen

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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 Sunday Aug 19, 2018 @ 6:16 PM at 1820 N. Glenville Dr., Suite 100, Richardson, TX 75081.

**II. Board Action Items**

**A. DISCUSS/ACT TO APPROVE TEMPORARY RELOCATION OF ILTEXAS LANCASTER-DESOTO HIGH SCHOOL**

Edwin Flores made a motion to approve the resolution.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**B. DISCUSS/ACT TO APPROVE TEMPORARY RELOCATION OF ILTexas Houston Windmill Lakes - Orem High School**

Edwin Flores made a motion to approve the resolution.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**C. DISCUSS/ACT TO APPROVE RETURN OF ILTexas Lancaster - DeSoto High School TO AUTHORIZED LOCATION**

Edwin Flores made a motion to approve the resolution.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**D. DISCUSS/ACT TO APPROVE RETURN OF Houston Windmill Lakes - Orem High School TO AUTHORIZED LOCATION**

Edwin Flores made a motion to approve the resolution.  
Dr. Lynne Beach seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**III. Closing Items**

**A. Adjourn Meeting**

Edwin Flores 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 6:21 PM.

Respectfully Submitted,  
Finn Simmensen

# Cover Sheet

## CAO Report

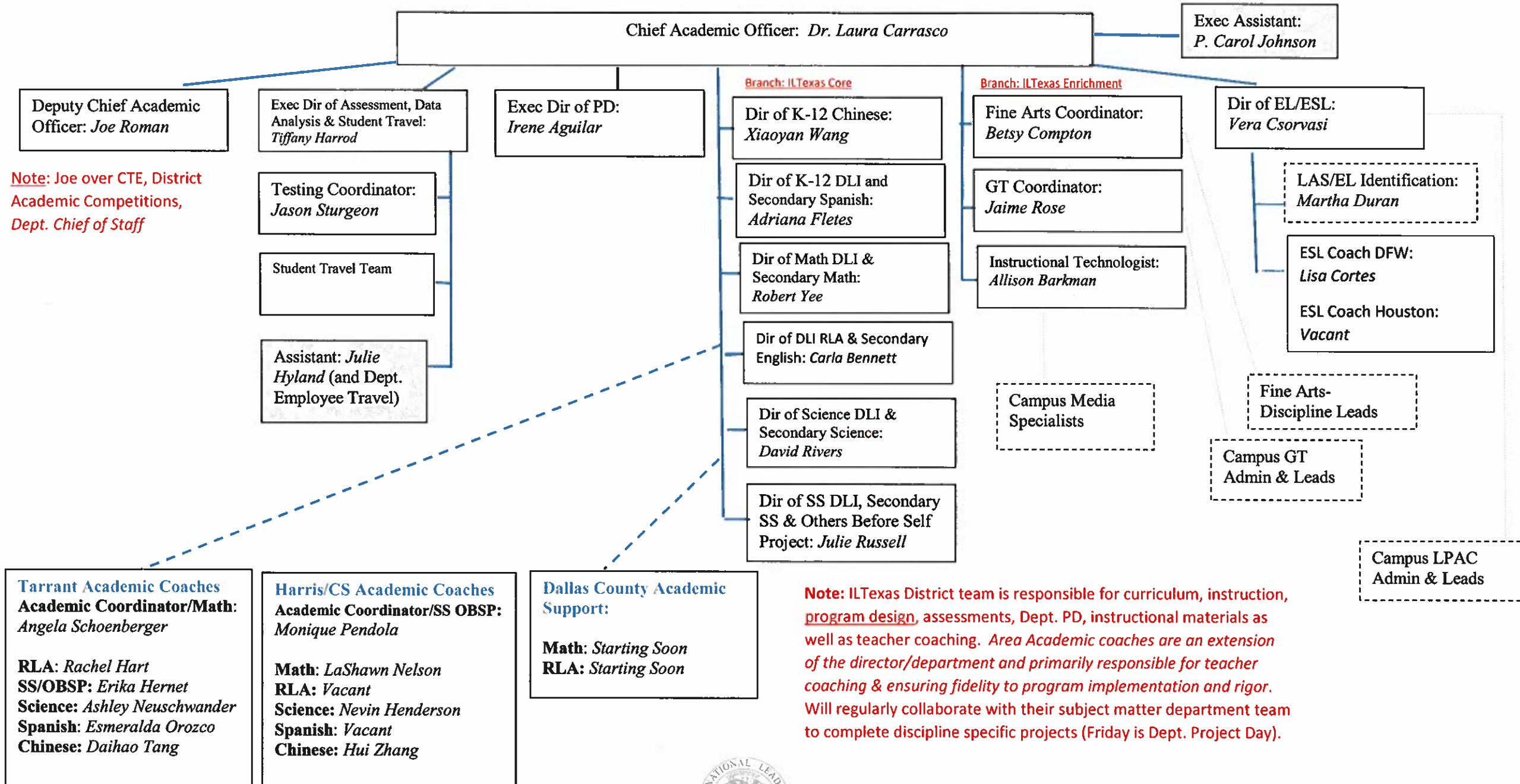
**Section:** III. Reports  
**Item:** A. CAO Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CAO Report Exhibit scanned 20180919.pdf

**Curriculum, Instruction, Assessment & Professional Development Board Report**  
**Presented by: Dr. Laura Carrasco, Chief Academic Officer, 9/19/2018**  
**\*Last week of the first grading period/cycle 1 (24th day of instruction)**

**Green= In Progress/ New**  
**Blue = Ongoing**  
**Red=complete**

Content	Project/Goal	Campus	Grade	Progress
All	PD Highlights: Hats off to our campus and district leaders who have been working round the clock to prepare professional development opportunities for our teachers. This grading period we have held various Saturday sessions across the district, including our GT Foundations sessions, and new teacher training for late hires. We have also coordinated planning sessions, offered professional development on engagement strategies and on our dual language program. This past weekend we also held professional development for our Chinese teachers, presented in collaboration with our partners at the College Board. Later this month we have Dinah Zike Foldables training (upcoming Saturday) and already have over 150 teachers signed up across the district!	All	All	Ongoing
Dept. Org Chart, Update	<a href="#">CAO and Curriculum-Instructon-PD-Assessment Org Chart</a>	ALL	All	Ongoing
All	<a href="#">Click Here for the ILTexas Tech Tools Infographic</a>	All	All	Complete
All	This week ILTexas is administering End of Cycle Assessments. We've included our ECA Q&A to this report.	All	All	New

## ILTexas Curriculum, Instruction, Professional Development, and Assessment



# I am a Kindergarten Teacher

## Gradebook, Student Info. & Finance

For Help:  
Julie Rotherham  
jrotherham@iltexas.org  
<https://www.iltexasdistrict.org/skyward>



## Reading & Language Arts-Istation

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.istation.com/>



## Lesson Plans, Data, Professional Development Log

For Help:  
Juliana Hyland  
[jhyland@iltexas.org](mailto:jhyland@iltexas.org)  
<http://iltexas.schoolobjects.com>



## Reading & Language Arts-Learning A-Z

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.learninga-z.com/>



## Curriculum Pacing, YAGs, & IFDs

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
<http://teksresourcesystem.net/>



## Science-STEMscopes

For Help:  
David Rivers  
[drivers@iltexas.org](mailto:drivers@iltexas.org)  
<https://login.acceleratelearning.com/>



## Google Account Login

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
[drive.google.com/](https://drive.google.com/)



## Social Studies- Studies Weekly

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<https://app.studiesweekly.com/online/>



## Math-Envision

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)



## Social Studies-HMH Elementary

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<http://bit.ly/2xa0LQR>  
<http://www.eharcourtschool.com/>



# I am a Kindergarten Teacher

## Other Websites

<b>Website</b>	<b>Function</b>	<b>Website Link</b>
SeeSaw	Student Portfolios	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Classdojo	Classroom Management Tool	<a href="https://www.classdojo.com/">https://www.classdojo.com/</a>
QR Code	QR Code Generator	<a href="https://www.qrstuff.com/">https://www.qrstuff.com/</a>
Kahoot	Whole Group Review	<a href="https://kahoot.com/">https://kahoot.com/</a>
TEXQuest	Research/Nonfiction Books	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
FlipGrid	Formative speaking/discussing app	<a href="https://flipgrid.com/">https://flipgrid.com/</a>
TPSP	Gifted and Talented Resources and Projects	<a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>
Screencastify	Record videos or webcasts of desktop	<a href="https://www.screencastify.com/">https://www.screencastify.com/</a>
Book Creator	Free Teacher account that allows students to create e-books.	<a href="https://bookcreator.com/">https://bookcreator.com/</a>
Brainpop JR.*	Kid friendly videos to present to class.	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
Study Island*	Practice Math/Reading with aligned bilingual questions	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Technology Support/Training	Request for website, app/extension approval, and schedule training.	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjaqtNGCshfAXZ-ML94eJwmSjeKa3eaONKEdmFw0Q/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjaqtNGCshfAXZ-ML94eJwmSjeKa3eaONKEdmFw0Q/viewform?usp=sf_link</a>

Items listed with an \* may or may not be available at all campuses. Please check with your media specialist and/or administrator.



# I am a Kindergarten Student

## English Applications

### Math Applications

#### **123 Numbers**

Counting to 20, Tracing Numbers & Fill-In The Blank



123 Numbers

#### **Kids Learn Shapes**

Learning and Finding shapes based on real world objects



### RLA Applications

#### **RAZ Kids**

Guided readers for print and online books.



#### **Istation**

Monthly reading level assessment, books, and practice with phonics and vocabulary.



#### **Epic!**

Online books with audio/read to me features.



**Merriam-Webster Dictionary**  
Dictionary for students to use to gain exposure to words



## Spanish Applications

### Math Applications

**Learn Numbers for Kids-Spanish**  
Counting to 20, Tracing Numbers, & Fill-In The Blank



Números

#### **Shapes Kids Spanish**

Puzzle based game that reviews shapes once puzzle is complete.



Spanish Kids Shape

### RLA Applications

#### **RAZ Kids**

Guided readers for print and online books.



#### **Istation**

Monthly reading level assessment, books, and practice with phonics and vocabulary.



#### **Epic!**

Online books with audio/read to me features.



#### **Spanish**

Spanish dictionary for students to use to gain exposure to words.



# I am a Kindergarten Student

## English Applications

## Spanish Applications

### Science Applications

#### **STEMScopes**

Online curriculum resources, videos, and practice games



#### **Play and Learn Science-PBS**

Practice games for learning Including understanding weather, Exploring temperature, investigating shadows.



### Science Applications

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Online curriculum resources, videos, and practice games



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### Social Studies Applications

#### **Stodie Weekly**

Online articles Based on social studies curriculum.



### Social Studies Applications

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Online articles Based on social studies curriculum.



### Websites

**TexQuest-** <http://texquest.net/welcome> - Research/Nonfiction Books (bilingual options)

**SeeSaw-** <https://web.seesaw.me> - Student Portfolio

### Other Apps (may or may not be bilingual)

**Inigma** (QR Code reader), **Moose Math**, **Starfall**, **Timex Time Machines**, **Measure Up!**, **Study Island\***, **BrainPop Jr.\***, **PBS Kids Videos**, **PBS Kids Games**, **Sight Word Sentence Builder**, **Scratch JR** (coding), **Kids National Geographic**

\* Indicates a campus may or may not have the resource. Please check with administration or media specialist for more information.

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[drive.google.com/](https://drive.google.com/)



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Classdojo	Classroom Management Tool	<a href="https://www.classdojo.com/">https://www.classdojo.com/</a>
QR Code	QR Code Generator	<a href="https://www.qrstuff.com/">https://www.qrstuff.com/</a>
Kahoot	Whole Group Review	<a href="https://kahoot.com/">https://kahoot.com/</a>
TEXQuest	Research/Nonfiction Books	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
FlipGrid	Formative speaking/discussing app	<a href="https://flipgrid.com/">https://flipgrid.com/</a>
TPSP	Gifted and Talented Resources and Projects	<a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>
Screencastify	Record videos or webcasts of desktop	<a href="https://www.screencastify.com/">https://www.screencastify.com/</a>
Book Creator	Free Teacher account that allows students to create e-books.	<a href="https://bookcreator.com/">https://bookcreator.com/</a>
Brainpop JR.*	Kid friendly videos to present to class.	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
Study Island*	Practice Math/Reading with aligned bilingual questions	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Technology Support/Training	Request for website, app/extension approval, and schedule training.	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjagtNGCshfAXZ-ML94eJwmSjeKa3eaQNKEdmFw0Q/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjagtNGCshfAXZ-ML94eJwmSjeKa3eaQNKEdmFw0Q/viewform?usp=sf_link</a>

Items listed with an \* may or may not be available at all campuses. Please check with your media specialist and/or administrator.

# I am a 1st Grade Student

## English Applications

### Math Applications

#### **123 Numbers**

Counting to 20, Tracing Numbers & Fill-In The Blank



123 Numbers

#### **Kids Learn Shapes**

Learning and Finding shapes based on real world objects



#### **Timex Time Machines**

Students begin learning hour and then minutes to nearest 15 and 30 minute interval



### RLA Applications

#### **RAZ Kids**

Guided readers for print and online books.



#### **Istation**

Monthly reading level assessment, books, and practice with phonics and vocabulary.



#### **Epic!**

Online books with audio/read to me features.



**Merriam-Webster Dictionary**  
Dictionary for students to use to gain exposure to words



## Spanish Applications

### Math Applications

**Learn Numbers for Kids-Spanish**  
Counting to 20, Tracing Numbers, & Fill-In The Blank



Números

#### **Shapes Kids Spanish**

Puzzle based game that reviews shapes once puzzle is complete.



Spanish Kids Shape

#### **What Time Is It?**

Students begin learning hour and then minutes to nearest 15 and 30 minute interval. In English and Spanish.



### RLA Applications

#### **RAZ Kids**

Guided readers for print and online books.



#### **Istation**

Monthly reading level assessment, books, and practice with phonics and vocabulary.



#### **Epic!**

Online books with audio/read to me features.



#### **Spanish**

Spanish dictionary for students to use to gain exposure to words.



# I am a 1st Grade Student

## English Applications

## Spanish Applications

### Science Applications

#### **STEMScopes**

Online curriculum resources, videos, and practice games



#### **Play and Learn Science-PBS**

Practice games for learning Including understanding weather, Exploring temperature, investigating shadows.



### Science Applications

#### **STEMScopes**

Online curriculum resources, videos, and practice games



#### **Play and Learn Science-PBS**

Practice games for learning Including understanding weather, Exploring temperature, investigating shadow.



### Social Studies Applications

#### **Stodie Weekly**

Online articles Based on social studies curriculum.



### Social Studies Applications

#### **Stodie Weekly**

Online articles Based on social studies curriculum.



### Websites

**TexQuest-** <http://texquest.net/welcome> - Research/Nonfiction Books (bilingual options)

**SeeSaw-** <https://web.seesaw.me> - Student Portfolio

#### Other Apps (may or may not be bilingual)

Inigma (QR Code reader), Moose Math, Starfall, Timex Time Machines, Measure Up!, Study Island\*, BrainPop Jr.\*, PBS Kids Videos, PBS Kids Games, Sight Word Sentence Builder, Scratch JR (coding), Kids National Geographic

\* Indicates a campus may or may not have the resource. Please check with administration or media specialist for more information.

# I am a 2nd Grade Teacher

## Gradebook, Student Info. & Finance

For Help:  
Julie Rotherham  
jrotherham@iltexas.org  
<https://www.iltexasdistrict.org/skyward>



## Reading & Language Arts-Istation

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.istation.com/>



## Lesson Plans, Data, Professional Development Log

For Help:  
Juliana Hyland  
[jhyland@iltexas.org](mailto:jhyland@iltexas.org)  
<http://iltexas.schoolobjects.com>



## Reading & Language Arts-Learning A-Z

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.learninga-z.com/>



## Curriculum Pacing, YAGs, & IFDs

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
<http://teksresourcesystem.net/>



## Social Studies- Studies Weekly

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<https://app.studiesweekly.com/online/>



## Google Account Login

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
<drive.google.com/>



## Social Studies-HMH Elementary

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<http://bit.ly/2xa0LQR>  
<http://www.eharcourtschool.com/>



## Science-STEMscopes

For Help:  
David Rivers  
[drivers@iltexas.org](mailto:drivers@iltexas.org)  
<https://login.acceleratelearning.com/>



## Math-Envision

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)



# I am a 2nd Grade Teacher

## Math-Imagine Math Facts

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)



### Other Websites

Website	Function	Website Link
Google Suite	Docs, Sheets, Slides for students/teachers to create projects	<a href="https://drive.google.com/drive/my-drive">https://drive.google.com/drive/my-drive</a>
Classdojo	Classroom Management Tool	<a href="https://www.classdojo.com/">https://www.classdojo.com/</a>
SeeSaw	Student Portfolios	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
QR Code	QR Code Generator	<a href="https://www.qrstuff.com/">https://www.qrstuff.com/</a>
Kahoot	Whole Group Review	<a href="https://kahoot.com/">https://kahoot.com/</a>
Book Creator	Free Teacher account that allows students to create e-books.	<a href="https://bookcreator.com/">https://bookcreator.com/</a>
TEXQuest	Research/Nonfiction Books	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
FlipGrid	Formative speaking/discussing app	<a href="https://flipgrid.com/">https://flipgrid.com/</a>
TPSP	Gifted and Talented Resources and Projects	<a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>
Screencastify	Record videos or webcasts of desktop	<a href="https://www.screencastify.com/">https://www.screencastify.com/</a>
Brainpop JR.*	Kid friendly videos to present to class.	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
Study Island*	Practice Math/Reading/Science with aligned bilingual questions	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Technology Support/Training	Request for website, app/extension approval, and schedule training.	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjaqtNGCshfAXZ-ML94eJwmSjeKa3eaQNKEdmFw0Q/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjaqtNGCshfAXZ-ML94eJwmSjeKa3eaQNKEdmFw0Q/viewform?usp=sf_link</a>

Items listed with an \* may or may not be available at all campuses. Please check with your media specialist and/or administrator.



# I am a 2nd Grade Student

## English Applications

## Spanish Applications

### Math Applications

#### **Imagine Math Facts**

Students practice math facts in the game based app.



### Math Applications

#### **Imagine Math Facts**

Students practice math facts in the game based app.



#### **Timex Time Machines**

Various levels with increasing difficulty on telling time.



#### **What Time Is It?**

Various levels with increasing difficulty on telling time. In English and Spanish.



### RLA Applications

#### **RAZ Kids**

Guided readers for print and online books.



### RLA Applications

#### **RAZ Kids**

Guided readers for print and online books.



#### **Istation**

Monthly reading level assessment, books, and practice with phonics and vocabulary.



#### **Istation**

Monthly reading level assessment, books, and practice with phonics and vocabulary.



#### **Epic!**

Online books with audio/read to me features.



#### **Epic!**

Online books with audio/read to me features.



#### **Merriam-Webster Dictionary**

Dictionary for students to use to gain exposure to words



#### **Spanish**

Spanish dictionary for students to use to gain exposure to words.



# I am a 2nd Grade Student

## English Applications

## Spanish Applications

### Science Applications

**STEMScopes**  
Online curriculum  
resources, videos, and practice games



**Play and Learn Science-PBS**  
Practice games for learning  
Including understanding weather,  
Exploring temperature, investigating  
shadows.



### Science Applications

**STEMScopes**  
Online curriculum  
resources, videos, and practice games



**Play and Learn Science-PBS**  
Practice games for learning  
Including understanding weather,  
Exploring temperature, investigating  
shadow.



### Social Studies Applications

**Stodie Weekly**  
Online articles  
Based on social studies curriculum.



### Social Studies Applications

**Stodie Weekly**  
Online articles  
Based on social studies curriculum.



## Websites

**TexQuest-** <http://texquest.net/welcome> - Research/Nonfiction Books (bilingual options)

**SeeSaw-** <https://web.seesaw.me> - Student Portfolio

### Other Apps (may or may not be bilingual)

**Inigma** (QR Code reader), **Moose Math**, **Starfall**, **Timex Time Machines**, **Measure Up!**, **Study Island\***, **BrainPop Jr.\***, **PBS Kids Videos**, **PBS Kids Games**, **Sight Word Sentence Builder**, **Scratch JR** (coding), **Kids National Geographic**

*\* Indicates a campus may or may not have the resource. Please check with administration or media specialist for more information.*

# I am a 3rd-5th Grade Teacher

## Gradebook, Student Info. & Finance

For Help:  
Julie Rotherham  
jrotherham@iltexas.org  
<https://www.iltexasdistrict.org/skyward>



## Reading & Language Arts-Istation

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.istation.com/>



## Lesson Plans, Data, Professional Development Log

For Help:  
Juliana Hyland  
[jhyland@iltexas.org](mailto:jhyland@iltexas.org)  
<http://iltexas.schoolobjects.com>



## Reading & Language Arts-Learning A-Z

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.learninga-z.com/>



## Curriculum Pacing, YAGs, & IFDs

For Help:  
Beth Hamilton  
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<http://teksresourcesystem.net/>



## Social Studies- Studies Weekly

For Help:  
Julie Russell  
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<https://app.studiesweekly.com/online/>



## Google Account Login

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
[drive.google.com/](https://drive.google.com/)



## Social Studies-HMH Elementary

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<http://bit.ly/2xa0LQR>  
<http://www.eharcourtschool.com/>



## Science-STEMscopes

For Help:  
David Rivers  
[drivers@iltexas.org](mailto:drivers@iltexas.org)  
<https://login.acceleratelearning.com/>



## Math-Envision

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)



# I am a 3rd-5th Grade Teacher

## Math-Imagine Math Facts

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)



## Math-Imagine Math

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)



### Other Websites

Website	Function	Website Link
Google Suite	Docs, Sheets, Slides for students/teachers to create projects	<a href="https://drive.google.com/drive/my-drive">https://drive.google.com/drive/my-drive</a>
Google Classroom	Online Classroom	<a href="http://classroom.google.com">http://classroom.google.com</a>
SeeSaw	Student Portfolios	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Quaver Class Play	For Music teachers K-5 (Contact Betsy Compton for assistance)	<a href="https://www.quavermusic.com/info/">https://www.quavermusic.com/info/</a>
QR Code	QR Code Generator	<a href="https://www.qrstuff.com/">https://www.qrstuff.com/</a>
Kahoot	Whole Group Review	<a href="https://kahoot.com/">https://kahoot.com/</a>
Formative	Variety of online tools for students to answer questions	<a href="https://goformative.com/">https://goformative.com/</a>
Quizizz	Self paced review/quiz system in a competitive framework	<a href="https://quizizz.com/">https://quizizz.com/</a>
TEXQuest	Research/Nonfiction Books	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
FlipGrid	Formative speaking/discussing app	<a href="https://flipgrid.com/">https://flipgrid.com/</a>
TPSP	Gifted and Talented Resources and Projects	<a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>
Screencastify	Record videos or webcasts of desktop	<a href="https://www.screencastify.com/">https://www.screencastify.com/</a>
Brainpop JR.*	Kid friendly videos to present to class.	<a href="https://jr.brainpop.com/">https://jr.brainpop.com/</a>
Study Island*	Practice Math/Reading with aligned bilingual questions	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Lead4Ward	Breakdown of items taught on STAAR and learning strategies to prepare for STAAR.	<a href="http://lead4ward.com/">http://lead4ward.com/</a>
Technology Support/Training	Request for website, app/extension approval, and schedule training.	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12piagtNGCshfAXZ-ML94eJwmSjeKa3ea0NKEdmFw0Q/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12piagtNGCshfAXZ-ML94eJwmSjeKa3ea0NKEdmFw0Q/viewform?usp=sf_link</a>

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# I am a 3rd-5th Grade Student

## Applications & Bookmarks

### Math Apps & Bookmarks

#### **Imagine Math Facts**

Practice basic math facts in a game based setting.



#### **Imagine Math**

Practice other skills related to math based on state standards



### RLA Apps & Book Marks

#### **RAZ Kids**

Guided readers for print and online books.



#### **Istation**

Monthly reading level assessment, books, and practice with vocabulary.



#### **Epic!**

Online books with audio/read to me features.



#### **Merriam-Webster Dictionary & Spanish**

Dictionary for students to use to gain exposure to words



### Science Apps & Bookmarks

#### **STEMscopes**

Online curriculum resources, videos, and practice games



### Social Studies Apps & Bookmarks

#### **Studies Weekly**

Online articles based on social studies curriculum.






#### **Stratologica**

Maps, atlases, and charts



# I am a 3rd-5th Grade Student

## Other Apps

Name	Function	Icon
Scratch JR	Coding	
I-Nigma	QR Code Reader	
Kids National Geographic	Supplemental videos	

## Bookmarks

Name	Function	Link
ProQuest SIRS	Nonfiction Research Articles/Books	<a href="https://discoverer.prod.sirs.com/discoweb/disco/do/frontpage">https://discoverer.prod.sirs.com/discoweb/disco/do/frontpage</a>
Gale	Nonfiction Research Articles/Books/Videos	<a href="http://go.galegroup.com/ps/start.do?p=ITKE&amp;u=j057848">http://go.galegroup.com/ps/start.do?p=ITKE&amp;u=j057848</a>
TexQuest	Homepage for variety of nonfiction research sites.	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
SeeSaw	Student Portfolio	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Study Island*	Practice math, reading language arts, science, and social studies with aligned bilingual questions	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Book Creator	Allows students to create an e-book after teacher creates an account.	<a href="https://bookcreator.com/">https://bookcreator.com/</a>

## Chromebook Extensions

Name	Function
QR Code Extension	QR Code Reader
Kami	Allows annotations to be made to PDFs
Clarisketch	Allows students to voice over sketches or edits to images (for labeling showing their work)

*Indicates a campus may or may not have the resource. Please check with administration or media specialist for more information.*

# I am a 6th-8th Grade Teacher

## Gradebook, Student Info. & Finance

For Help:  
Julie Rotherham  
jrotherham@iltexas.org  
<https://www.iltexasdistrict.org/skyward>



## Reading & Language Arts-Istation

For Help:  
Carla Bennett  
[cbennett1@iltexas.org](mailto:cbennett1@iltexas.org)  
<https://www.istation.com/>



## Lesson Plan, Data, PD Log

For Help:  
Juliana Hyland  
[jhyland@iltexas.org](mailto:jhyland@iltexas.org)  
<http://iltexas.schoolobjects.com>



## Science-STEMscopes

For Help:  
David Rivers  
[drivers@iltexas.org](mailto:drivers@iltexas.org)  
<https://login.acceleratelearning.com/>



## Curriculum Pacing, YAGs, & IFDs

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
<http://teksresourcesystem.net/>



## Social Studies- Stratalogica

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<https://www.stratalogica.com/>



## Google Account Login

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
[drive.google.com/](https://drive.google.com/)



## Social Studies-HMH Online Textbook

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)  
<http://hmhsocialstudies.com>



## Math-Go Math

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)  
Math Team Drive



## Spanish- Santillana

For Help:  
Adriana Fletes  
[afletes@iltexas.org](mailto:afletes@iltexas.org)  
<http://iltexasdistrict.schoolology.com>



## Chinese Tech Resources

For Help:  
Xiaoyan Wang  
[xwang@iltexas.org](mailto:xwang@iltexas.org)

## Chinese Tech Links

[https://drive.google.com/drive/folders/0ADy\\_XVtxODzJUk9PVA](https://drive.google.com/drive/folders/0ADy_XVtxODzJUk9PVA)  
[https://drive.google.com/drive/folders/0ADy\\_XVtxODzJUk9PVA](https://drive.google.com/drive/folders/0ADy_XVtxODzJUk9PVA)

# I am a 6th-8th Grade Teacher

## Other Websites

Website	Function	Website Link
Google Suite	Docs, Sheets, Slides for students/teachers to create projects	<a href="https://drive.google.com/">https://drive.google.com/</a>
Google Classroom	Online Classroom	<a href="http://classroom.google.com">http://classroom.google.com</a>
SeeSaw	Student Portfolios	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Smart Music	Online Music Resource Contact Betsy Compton for assistance	<a href="https://www.smartmusic.com/">https://www.smartmusic.com/</a>
ClassCraft	Classroom Management Tool	<a href="https://www.classcraft.com/">https://www.classcraft.com/</a>
QR Code	QR Code Generator	<a href="https://www.qrstuff.com/">https://www.qrstuff.com/</a>
Kahoot	Whole Group Review	<a href="https://kahoot.com/">https://kahoot.com/</a>
TEXQuest	Research/Nonfiction Books	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
FlipGrid	Formative speaking/discussing app	<a href="https://flipgrid.com/">https://flipgrid.com/</a>
TPSP	Gifted and Talented Resources and Projects	<a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>
Screencastify	Record videos or webcasts of desktop	<a href="https://www.screencastify.com/">https://www.screencastify.com/</a>
Brainpop.*	Kid friendly videos to present to class.	<a href="https://www.brainpop.com/">https://www.brainpop.com/</a>
Study Island*	Practice math, reading language arts, science, and social studies questions.	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Lead4Ward	Breakdown of items taught on STAAR and learning strategies to prepare for STAAR.	<a href="http://lead4ward.com/">http://lead4ward.com/</a>
Technology Support/Training	Request for website, app/extension approval, and schedule training.	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12piactNGCshfAXZ-ML94eJwmSjeKa3eaONKEdmFw0Q/viewform?usp=sf_link">https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12piactNGCshfAXZ-ML94eJwmSjeKa3eaONKEdmFw0Q/viewform?usp=sf_link</a>

Items listed with an \* may or may not be available at all campuses. Please check with your media specialist and/or administrator.



# I am a 6th-8th Grade Student

## Applications & Bookmarks

### Math Apps & Bookmarks

#### **Imagine Math**

Practice other skills related to math based on state standards



### RLA Apps & Book Marks

#### **Istation**

Monthly reading level assessment, books, and practice with vocabulary.



#### **Epic!**

Online books with audio/read to me features.



#### **Merriam-Webster Dictionary & Spanish**

Dictionary for students to use to gain exposure to words



### Science Apps & Bookmarks

#### **STEMscopes**

Online curriculum resources, videos, and practice games



### Social Studies Apps & Bookmarks

#### **Stratologica**

Maps, atlases, and charts



### Language Apps & Bookmarks

#### **Duolingo**

Language learning tool with bite-sized games



#### **Yes!Chinese**

Resources to practice Chinese Vocabulary



# I am a 6th-8th Grade Student

## Bookmarks

Name	Function	Link
ProQuest SIRS	Nonfiction Research Articles/Books	<a href="https://discoverer.prod.sirs.com/discoweb/disco/do/frontpage">https://discoverer.prod.sirs.com/discoweb/disco/do/frontpage</a>
Gale	Nonfiction Research Articles/Books/Videos	<a href="http://go.galegroup.com/ps/start.do?p=ITKE&amp;u=j057848">http://go.galegroup.com/ps/start.do?p=ITKE&amp;u=j057848</a>
TexQuest	Homepage for variety of nonfiction research sites.	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
SeeSaw	Student Portfolio	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Study Island*	Practice math, reading language arts, science, and social studies with aligned bilingual questions	<a href="http://www.studyisland.com/login">http://www.studyisland.com/login</a>
Quizlet	Online flashcards	<a href="https://quizlet.com/">https://quizlet.com/</a>
Code.org	Online website to practice coding	<a href="https://code.org/">https://code.org/</a>
TypingClub	Online website for students to practice typing	<a href="https://www.typingclub.com/">https://www.typingclub.com/</a>

## Chromebook Extensions

Name	Function
QR Code Extension	QR Code Reader
Kami	Allows annotations to be made to PDFs
Clarisketch	Allows students to voice over sketches or edits to images (for labeling showing their work)
Desmos Graphing Calculator	Graphing calculator for 8th grade math students to use

*Indicates a campus may or may not have the resource. Please check with administration or media specialist for more information.*

# I am a 9th-12th Grade Teacher

## Gradebook, Student Info. & Finance

For Help:  
Julie Rotherham  
jrotherham@iltexas.org  
<https://www.iltexasdistrict.org/skyward>



## Curriculum Pacing, YAGs, & IFDs

For Help:  
Beth Hamilton  
bhamilton@iltexas.org  
<http://teksresourcesystem.net/>



## Lesson Plans, Data, Professional Development Log

For Help:  
Juliana Hyland  
jhyland@iltexas.org  
<http://iltexas.schoolobjects.com>



## Google Account Login

For Help:  
Beth Hamilton  
[bhamilton@iltexas.org](mailto:bhamilton@iltexas.org)  
[drive.google.com/](https://drive.google.com/)



Individual classroom resources may vary from one course to another and may not be representative of the entire content area. Please use contact information below to get online resources such as lesson plans, online textbook information, and practice resources.

## Math/STEM

For Help:  
Robert Yee  
[ryee@iltexas.org](mailto:ryee@iltexas.org)

## Reading Language Arts

For Help:  
Carla Bennett  
[cbennet1@iltexas.org](mailto:cbennet1@iltexas.org)

## Social Studies

For Help:  
Julie Russell  
[jrussell@iltexas.org](mailto:jrussell@iltexas.org)

## Science/STEM

For Help:  
David Rivers  
[drivers@iltexas.org](mailto:drivers@iltexas.org)

## Spanish LOTE

For Help:  
Adriana Fletes  
[afletes@iltexas.org](mailto:afletes@iltexas.org)

## Chinese LOTE

For Help:  
Xiaoyan Wang  
[xwang@iltexas.org](mailto:xwang@iltexas.org)

## Fine Arts

For Help:  
Betsy Compton  
[bcompton@iltexas.org](mailto:bcompton@iltexas.org)

# I am a 9th-12th Grade Teacher

<u>Other Websites</u>		
Website	Function	Website Link
Google Suite	Docs, Sheets, Slides for students/teachers to create projects	<a href="https://drive.google.com/">https://drive.google.com/</a>
Google Classroom	Online Classroom	<a href="http://classroom.google.com">http://classroom.google.com</a>
SeeSaw	Student Portfolios	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Smart Music	Online Music Resource Contact Betsy Compton for assistance	<a href="https://www.smartmusic.com/">https://www.smartmusic.com/</a>
QR Code	QR Code Generator	<a href="https://www.qrstuff.com/">https://www.qrstuff.com/</a>
Kahoot	Whole Group Review	<a href="https://kahoot.com/">https://kahoot.com/</a>
TEXQuest	Research/Nonfiction Books	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
FlipGrid	Formative speaking/discussing app	<a href="https://flipgrid.com/">https://flipgrid.com/</a>
TPSP	Gifted and Talented Resources and Projects	<a href="http://www.texaspsp.org/">http://www.texaspsp.org/</a>
Screencastify	Record videos or webcasts of desktop	<a href="https://www.screencastify.com/">https://www.screencastify.com/</a>
Brainpop.*	Kid friendly videos to present to class.	<a href="https://www.brainpop.com/">https://www.brainpop.com/</a>
Edulastic	Practice math, reading language arts, science, and social studies with aligned questions.	<a href="https://edulastic.com/">https://edulastic.com/</a>
Lead4Ward	Breakdown of items taught on STAAR and learning strategies to prepare for STAAR.	<a href="http://lead4ward.com/">http://lead4ward.com/</a>
Technology Support/Training	Request for website, app/extension approval, and schedule training.	<a href="https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjaqtNGCshfAXZ-ML94eJwmSjeKa3eaONKE">https://docs.google.com/forms/d/e/1FAIpQLSdwA7K12pjaqtNGCshfAXZ-ML94eJwmSjeKa3eaONKE</a>

\* Items listed with an asterisk may or may not be available at all campuses. Please check with your media specialist and/or administrator.

# I am a 9th-12th Grade Student

## Bookmarks

Name	Function	Link
ProQuest SIRS	Nonfiction Research Articles/Books	<a href="https://discoverer.prod.sirs.com/discoweb/disco/do/frontpage">https://discoverer.prod.sirs.com/discoweb/disco/do/frontpage</a>
Gale	Nonfiction Research Articles/Books/Videos	<a href="http://go.galegroup.com/ps/start.do?p=ITKE&amp;u=j057848">http://go.galegroup.com/ps/start.do?p=ITKE&amp;u=j057848</a>
TexQuest	Homepage for variety of nonfiction research sites.	<a href="http://texquest.net/welcome">http://texquest.net/welcome</a>
SeeSaw	Student Portfolio	<a href="https://web.seesaw.me/">https://web.seesaw.me/</a>
Edulastic	Practice math, reading language arts, science, and social studies with aligned questions	<a href="https://edulastic.com/">https://edulastic.com/</a>
Quizlet	Online flashcards	<a href="https://quizlet.com/">https://quizlet.com/</a>
Code.org	Online website to practice coding	<a href="https://code.org/">https://code.org/</a>
TypingClub	Online website for students to practice typing	<a href="https://www.typingclub.com/">https://www.typingclub.com/</a>
FAFSA	Online financial aid application	<a href="https://fafsa.ed.gov/">https://fafsa.ed.gov/</a>

## Chromebook Extensions

Name	Function
QR Code Extension	QR Code Reader
Kami	Allows annotations to be made to PDFs
Clarisketch	Allows students to voice over sketches or edits to images (for labeling showing their work)
Desmos Graphing Calculator	Graphing calculator for 8th grade math students to use
Pixlr	Graphic design and editing extension



## Data Day and ECA Q & A

### Q: How much time should each campus spend analyzing data/planning from data on Data Day?

Data Day agendas are developed by Principal (in conjunction with campus leadership team) at the campus level (based on campus priorities); however, the non-negotiable is to allocate at least ½ of the day (4+ hours) to the 'data' of Data Day and subsequent action plan. These protocols along with any brief districtwide meetings/agenda items will be delineated by your district support team in conjunction with your area superintendent. It is understood that in addition to delving deep into data, campuses also schedule much needed campus PD as well as faculty, grade level, and committee meetings. **This year, our data day tools (eduphoria) have been adjusted to align with our district priority: Student Growth**

The primary goals of ILTexas Data day is to improve student learning by:

1. Analyzing multiple sources of data (Benchmarks as applicable ECA, attendance, discipline, MAP results, running records, failure reports, special pops, etc.) to identify the standards, learning objectives, and school priorities needing instructional focus. Our language teachers will spend some time looking at ACTFL proficiency guidelines to plan on how to move students up from current level to the next. We recommend data day exit slips be the actual lesson plans (posted on Eduphoria-few exceptions) modified to reflect the “now what” post data analysis.
2. Establishing precise instructional response plans for all classes and students (warm ups, interventions as well as enrichment) based on this analysis, including long-term and short-term student learning targets.
3. For our four-core content area teachers, please allow teachers time to plan from the IFD/ILTexas pacing guides & unit assessments (department and cross curricular planning). DLI teachers must plan for English and Spanish instruction equally (including how we will linguistically accommodate/shelter instruction).
4. Time should be spent as a campus discussing what our plan is for supporting and strengthening the mission ILTexas (leadership, trilingual, Others Before Self, promoting global understanding, leadership speakers series).

### Q: Can you explain the difference between CSA and ECA... What do we mean by ECAs are CSAs?

End of Cycle Assessment (ECA) are assessments given at the end of each cycle or grading period. Like ILTexas, most school districts have common summative assessments. The ILTexas ECAs are the ILTexas Common Summative Assessments. They are **Common** (same across the district) & **Summative** (assesses TEKS taught during each grading period). These assessments give us valuable data on gauging mastery of TEKS taught during each grading period, as delineated by our scope and sequence (Year at a Glance). Further, for STAAR tested grades/courses, they also gauge and prepare students for STAAR/EOC by mirroring the state’s blueprint and rigor. Please remember to always plan your lessons from each unit’s IFD and from ECA’s test bank. \*This link: [provides directions of how to access our assessment items bank via TEKS Resource System](#). You have these to plan from 24/7 and at the beginning of each grading period. Additionally, Performance assessments (K-12), while not ECAs, are a valuable resource available to offer formative assessments within each unit/grading period.

### Q: Can ECAs be modified?

A: No, ECAs may not be modified (unless dictated by a special education student’s IEP).

### Q: Can accommodations be provided?

A: Yes, all accommodations that a student is eligible for are allowable on ECAs (i.e., oral administration, use of calculator, small group, etc.)



**Q: Do we include grades from ECAs in the gradebook?**

**A:** Yes; however, a student should not be penalized for not mastering an objective that was not taught or that was not taught to mastery. Teachers are encouraged to ‘no score’ assessment items that were not taught to mastery. It is important to note that our ECA test bank items are written by state content area experts. We have been guaranteed that items are 100% aligned with our Year at a Glance and our IFDs. Further, please note that they are written at the rigor of STAAR. It is important our students and their parents are aware that the ECAs are written at the rigor of STAAR. Consequently, this is another reason why it is perfectly acceptable to curve the grade (just as the state sets the passing score significantly lower than a 70 on the actual STAAR).

**Q: Can students Re-take ECAs?**

**A:** The purpose of Mastery Learning is to ensure that every student has an opportunity to demonstrate mastery of the content. If a student fails an exam (ECAs or other), they should be given an opportunity to re-take the exam (for a max. grade of 70). There are several ways to approach this. After teachers have taught the content, an exam is given and results are received, exams (formative or summative) should be reviewed with students to solidify learning and correct and address gaps. Students should be given an opportunity to correct items on the exam and resubmit for a better grade; or, students may also, after a tutoring session, be given a completely different exam. Bottom line, we need students to demonstrate mastery.

**Q: What about end of semester exams (secondary levels only)?**

**A:** Students may not re-take end of semester exams.

**NOTE:** End of semester exams are made up of two parts:

Part I: End of 3<sup>rd</sup> Grading Period’s ECA &

Part II: Teacher created. For part II, we encourage our teachers to use project based assessments and/or free-response test items. The exception to the above is 8<sup>th</sup> Social studies and US History (who will be taking a benchmark exam as their end of semester exam).

**Q: Where are the ECA’s housed?**

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<https://drive.google.com/file/d/1Jq4pkbofMSQB4TSZbPu0S8B-TKaqCmsx/view?usp=sharing>

Please contact your campus testing coordinator with any questions regarding accessing ECAs:

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AGPHS	Lewis



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<b>KSHS</b>	<b>Rosen</b>
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<b>EFWK-8</b>	<b>M. Calixto</b>
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<b>WK-8</b>	<b>Liang</b>
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<b>WLK-8</b>	<b>Gonzalez</b>
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# Cover Sheet

## CEO Report

**Section:** III. Reports  
**Item:** B. CEO Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** CEO Report 20180919.pdf

**ILTexas Enrollment Update  
2018 - 19**

Campus	Capacity	Budgeted 2018-19	16-Aug	20-Aug	27-Aug	4-Sep	11-Sep	18-Sep	Enrollment % vs. Budget
GES	948	940	890	919	931	950	961	964	102.55%
GMS	468	460	431	443	450	458	465	468	101.74%
GHS	800	600	598	619	624	626	624	625	104.17%
LES	948	900	724	759	793	805	823	824	91.56%
LMS	468	400	397	419	425	427	427	428	107.00%
LDHS	100	0	N/A	44	43	43	44	43	#DIV/0!
<b>Dallas</b>	<b>3682</b>	<b>3300</b>	<b>3040</b>	<b>3203</b>	<b>3266</b>	<b>3309</b>	<b>3344</b>	<b>3352</b>	<b>101.58%</b>
AES	816	800	709	733	762	779	788	793	99.13%
AMS	390	375	322	343	354	359	365	363	96.80%
AGPHS	800	650	524	552	552	549	543	540	83.08%
GPES	948	940	888	909	899	938	955	952	101.28%
GPMS	468	460	427	441	460	465	466	455	98.91%
NRHES	948	940	863	917	921	932	936	938	99.79%
NRHMS	468	380	381	426	425	429	429	426	112.11%
KES	948	940	883	888	932	940	948	948	100.85%
KMS	468	460	412	429	433	435	435	436	94.78%
KSHS	800	500	548	560	559	557	551	550	110.00%
EFTWES	948	860	701	740	775	779	775	780	90.70%
EFTWMS	468	350	316	336	351	350	354	354	101.14%
EFTWHS	50	0	24	29	29	30	30	30	#DIV/0!
SES	948	940	883	905	952	951	949	942	100.21%
SMS	468	360	380	386	390	396	396	390	108.33%
<b>Tarrant</b>	<b>9836</b>	<b>8955</b>	<b>8261</b>	<b>8594</b>	<b>8794</b>	<b>8889</b>	<b>8920</b>	<b>8897</b>	<b>99.35%</b>
CSES	948	800	710	731	748	748	746	750	93.75%
CSMS	468	300	181	185	191	192	193	195	65.00%
KATYES	948	940	851	869	886	890	896	904	96.17%
KATYMS	468	460	358	380	375	377	376	378	82.17%
KWHS	600	320	379	395	398	401	403	403	125.94%
OREMES	948	800	748	775	823	829	840	831	103.88%
OREMMS	468	300	330	344	351	344	346	350	116.67%
WPES	948	940	860	846	822	848	859	871	92.66%
WPMS	468	420	452	395	391	394	397	399	95.00%
WMLKES	948	900	817	824	841	865	870	872	96.89%
WMLKMS	468	300	401	401	393	394	389	393	131.00%
WMLKOHs	100	0	N/A	72	61	62	61	61	#DIV/0!
<b>Houston</b>	<b>7780</b>	<b>6480</b>	<b>6087</b>	<b>6217</b>	<b>6280</b>	<b>6344</b>	<b>6376</b>	<b>6407</b>	<b>98.87%</b>
<b>District</b>	<b>21,298</b>	<b>18,735</b>	<b>17,388</b>	<b>18,014</b>	<b>18,340</b>	<b>18,542</b>	<b>18,640</b>	<b>18,656</b>	<b>99.58%</b>

Students added per week	393	103	67	98	16
Students added cumulative	626	952	1154	1252	1268



INTERNATIONAL LEADERSHIP OF TEXAS

**Vacancy Report**

**Board Notification on September 19, 2018**

**Subsequent to August 15, 2018**

<b>Teachers</b>			
	Elementary	Middle	High
Total Gen. Ed. Teachers:	3	8	3
Total Bilingual Teachers:	6		
Total Chinese Teachers:	2		2
Total Spanish LOTE Teachers:		2	
Total Sped Teachers:	4	3	1
Total Performance Coaches	2		
<b>Total Teachers:</b>	<b>36</b>		

<b>All Other Staff</b>	
Auxiliary - Campus	1
Auxiliary - District	3
Para - Campus	10
Prof - Campus	4
Para - District	2
Prof - District	4
Nurse	2
Librarian	0
Sped - Prof - Campus	4
Sped - Prof - District	4
SLP	2
Counselors	0
Temps	0
<b>Total</b>	<b>36</b>



INTERNATIONAL LEADERSHIP OF TEXAS

<b>Total Number of Vacancies by Campus</b>	
<b>Campus</b>	<b>Total # of Vacancies</b>
Arlington K8	2
Grand Prairie K8	2
Garland K8	3
Katy K8	2
West Park K8	4
Saginaw K8	1
North Richland Hills K8	3
Orem K8	6
College Station K8	5
Windmill Lakes K8	2
Lancaster K8	6
East Ft. Worth K8	4
Keller K8	2
AGPHS	2
GHS	4
KSHS	0
KWPHS	3
WMLHS	2
EFWHS	0
LHS	0
District offices	19
<b>TOTAL</b>	<b>72</b>

**Total Employees: 1,916**



INTERNATIONAL LEADERSHIP OF TEXAS

**Authorized Position Report  
September 19, 2018**

<b>Position</b>	<b># Positions</b>	<b>Positions Filled</b>	<b>Available FTE</b>
AUX - FOOD SERVICE	20	19	1
AUX - MAINTENANCE	28	26	2
AUX - TRANSPORTATION	13	12	1
COUNSELOR	45	45	0
LIBRARIAN/MEDIA	17	17	0
NURSE	18	16	2
PARA - CAMPUS	338	328	10
PARA - DISTRICT	52	49	3
PROF - CAMPUS	42	37	5
PROF - CAMPUS ADMIN	65	63	2
PROF - DISTRICT	106	98	8
SLP	13	11	2
SUPERINTENDENT	1	1	0
TEACHER	1230	1194	36
<b>Total</b>	<b>1988</b>	<b>1916</b>	<b>72</b>



# Cover Sheet

## CONSIDER/ACT ON APPROVAL OF AUGUST, 2018 FINANCIAL REPORT

**Section:** IV. Board Action Items  
**Item:** B. CONSIDER/ACT ON APPROVAL OF AUGUST, 2018 FINANCIAL  
REPORT  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** AUGUST\_Statement of Activities.pdf  
AUGUST\_Statement of Financial Position.pdf  
Board Financial Dashboard 8\_31\_18.pdf

**INTERNATIONAL LEADERSHIP OF TEXAS  
REVENUES & EXPENDITURES MONTHLY REPORT**

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

(5,690,909)

REVENUE	Original Budget	July Activity	August Activity	YTD TOTAL	% age of Budget
5700 Local	3,011,620	74,826	475,075	549,901	18%
5800 State	158,061,095	13,240,238	13,795,422	27,035,661	17%
5900 Federal	16,966,117	0	485,449	485,449	3%
	178,038,832	13,315,064	14,755,946	28,071,011	16%
<b>EXPENSE</b>					
11 Instructional	78,592,106	5,064,344	6,484,126	11,548,470	15%
12 Library and Media	845,993	57,793	65,151	122,945	15%
13 Curriculum development	6,646,560	334,505	418,470	752,975	11%
21 Instructional Leadership	914,488	66,792	95,085	161,877	18%
23 School Leadership	8,410,261	706,399	812,082	1,518,481	18%
31 Guidance & Counseling	4,415,407	298,700	259,133	557,833	13%
32 Social services	15,000	0	0	0	0%
33 Health Services	1,453,140	105,965	108,969	214,934	15%
34 Student Transportation	942,559	44,603	59,542	104,145	11%
35 Food Services	9,780,741	20,325	30,846	51,170	1%
36 Extra Curricular Activities	1,988,389	113,420	207,199	320,619	16%
41 General Administration	4,031,792	349,881	333,050	682,931	17%
51 Facilities Maintenance	41,897,452	2,578,268	3,535,756	6,114,024	15%
52 Security and Monitoring	1,693,110	94	25,758	25,852	2%
53 Technology / Data Systems	5,406,819	224,224	531,470	755,694	14%
61 Community Services	1,162,408	24,767	47,211	71,977	6%
71 Debt Service	7,431,130	662,118	577,236	1,239,354	17%
Total	175,627,354	10,652,198	13,591,082	24,243,281	
Change in Net Assets	2,411,478	2,662,866	1,164,864	3,827,730	
<b>Ending Net Assets Balance</b>				<b>(1,863,179)</b>	
6100 Payroll	95,694,666	7,079,296	8,076,071	15,155,368	16%
6200 Contr. Services	52,705,130	2,348,849	3,186,907	5,535,756	11%
6300 Supplies	9,448,012	29,119	311,479	340,598	4%
6400 Oth. Operating	10,333,417	532,815	1,439,390	1,972,205	19%
6500 Debt Service	7,431,130	662,118	577,236	1,239,354	17%
6600 Capital Outlay	15,000	0	0	0	0%
	175,627,354	10,652,198	13,591,082	24,243,281	

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

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

<b>ASSETS</b>	<b>UNAUDITED</b>	
	<b><u>JUNE 30, 2018</u></b>	<b><u>AUGUST 31, 2018</u></b>
<b>CURRENT ASSETS</b>		
Cash and cash equivalents	\$ 14,714,467	21,355,565
Due from TEA	22,914,712	15,387,095
Accounts receivable, net	2,091,750	693,333
Deferred expense	127,165	118,641
<b>Total Current Assets</b>	<b><u>39,848,094</u></b>	<b><u>37,554,634</u></b>
Capitalized bond issuance costs	693,112	688,860
<b>PROPERTY AND EQUIPMENT</b>		
Land	9,433,537	9,433,537
Buildings	79,431,329	79,431,329
Furniture and equipment	15,917,954	15,923,254
Vehicles	2,165,867	2,315,867
Less accumulated depreciation	(14,107,071)	(15,042,412)
<b>Total Property and Equipment</b>	<b><u>92,841,617</u></b>	<b><u>92,061,575</u></b>
<b>Total Assets</b>	<b><u>\$ 133,382,823</u></b>	<b><u>130,305,068</u></b>
<b>LIABILITIES</b>		
<b>CURRENT LIABILITIES</b>		
Accounts Payable	\$ 765,541	52,361
Due to student groups	680,820	699,148
Loans - Current	-	10,000,000
Due to other Governments	-	-
Deferred revenue	271,070	558,459
Accrued wages payable	10,814,863	122,727
Payroll deductions and withholdings	912,776	3,094
Accrued expenses	2,040,425	-
Other Liabilities	4,550,000	4,550,000
Current portion of capital lease payable	-	-
Current portion of long-term debt	5,739,259	5,739,259
<b>Total Current Liabilities</b>	<b><u>25,774,755</u></b>	<b><u>21,725,048</u></b>
<b>LONG-TERM LIABILITIES</b>		
Loans	-	-
Long-term debt	113,298,977	110,443,200
<b>Total Long-Term Liabilities</b>	<b><u>113,298,977</u></b>	<b><u>110,443,200</u></b>
<b>Total Liabilities</b>	<b><u>\$ 139,073,731</u></b>	<b><u>132,168,247</u></b>
<b>NET ASSETS</b>		
Unrestricted	\$ (11,855,291)	(5,701,742)
Temporarily restricted	2,621	2,621
Permanently restricted	8,212	8,212
Current Year Change in Net Asset (Revenue/Expenses)	6,153,549	3,827,730
<b>Total Net Assets</b>	<b><u>(5,690,909)</u></b>	<b><u>(1,863,179)</u></b>
<b>Total Liabilities and Net Assets</b>	<b><u>\$ 133,382,822</u></b>	<b><u>130,305,068</u></b>

**\*\*\*Internally Prepared Financial Statements**

### State of Financials and Key Ratios

Key Ratio / Indicators	Results	Stat us	Notes
YTD Change in Net Assets	\$3,827,730	<span style="color: green; font-weight: bold;">G</span>	Modified basis Bench mark 16.7%
Days Cash On Hand - Charter FIRST - Bond Covenant	47.41 32.40	<span style="color: green; font-weight: bold;">G</span>	Preferred benchmark 20-60 days for FIRST and 45 days for Bond
Administrative Ratio (function 21+41/11+12+13+31)	6.51%	<span style="color: green; font-weight: bold;">G</span>	FIRST threshold 14%
Current Enrollment (As of end of Month)	18,432	<span style="color: yellow; font-weight: bold;">Y</span>	Budgeted 18,735
Current Ratio (current asset/current liabilities)	1.73	<span style="color: green; font-weight: bold;">G</span>	1.00
Debt Service Coverage Ratio (net income before int. pmt and dep / Int and principal pmt)	4.43x	<span style="color: green; font-weight: bold;">G</span>	1.10x

### Special Notations and Projections

- Auditors have finished their field work and have begun preparing a rough draft of the Audit.
- The District continues to work through the wait list to increase enrollment.

### 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

- Charter FIRST preliminary ratings for FY2017-2018 Rating based on FY2017 audit: Passed – B Above Standard(84).
- Working with Financial Advisors on two Bond financing projects
- Conducted interviews for Bond Underwriter
- Preparing an RFP for Bank depository services
- Completed New Instructional Facilities Allotment application through TEA for the 2018-19 school year

# Cover Sheet

## CONSIDER/ACT ON WAIVER REQUESTS FOR REPLICATION GRANTS FOR TWO HIGH SCHOOLS

**Section:** IV. Board Action Items  
**Item:** C. CONSIDER/ACT ON WAIVER REQUESTS FOR REPLICATION  
GRANTS FOR TWO HIGH SCHOOLS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution waiver HQ two HS 20180919.pdf

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

Re: CSP High Quality Replication Grant Applications:

- CAMPUS # 032, ILTEXAS LANCASTER - DESOTO HS
- CAMPUS # 033, ILTEXAS HOUSTON WINDMILL LAKES - OREM HS

Authorization to request waiver of requirement that each campus serve at least 100 students in its first year of operation

**WHEREAS**, the Board of Directors of the International American Education Federation, Inc., dba International Leadership of Texas (“ILTexas”) desires to procure Charter School Program High Quality Replication Grants for the above-identified new ILTexas high school campuses;

**WHEREAS**, 19TAC100.1033(b)(13)(A)(vi) requires that a campus serve at least 100 students in its first year of operation in order to be eligible for said Grant;

**WHEREAS**, enrollment at each of said campuses is below 100;

**WHEREAS**, both campuses are fully operational and serving students as planned; and

**WHEREAS**, toward the object of procuring said Grants, the Board of Directors wishes to request that the Texas Education Commission waive 19TAC100.1033(b)(13)(A)(vi);

**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:

**BE IT HEREBY RESOLVED:**

**That Administration is authorized to request that the TEA waive 19TAC100.1033(b)(13)(A)(vi) for the purpose of determining the eligibility of the following two campuses to receive CSP High Quality Replication Grants:**

- **CAMPUS # 032, ILTEXAS LANCASTER - DESOTO HS**
- **CAMPUS # 033, ILTEXAS HOUSTON WINDMILL LAKES - OREM HS**

*[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 **19<sup>th</sup> DAY OF September, 2018.**

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

\_\_\_\_\_  
Mr. Curtis Donaldson, 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 **September 19, 2018**, which Resolution is in full force and effect and has not been revoked or amended.*

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

# Cover Sheet

## CONSIDER/ACT TO APPROVE DATA QUALITY MANUAL

**Section:** IV. Board Action Items  
**Item:** D. CONSIDER/ACT TO APPROVE DATA QUALITY MANUAL  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** 2018-2019 ILTexasDataQualityManual.pdf



# DATA QUALITY MANUAL

## 2018-2019



International Leadership of Texas  
1820 North Glenville Dr • Richardson, Texas 75081 • (972) 479-9078

(Revised 07/20/2018)

This publication is provided in cooperation with



Send all inquiries and request for permission to: Charter School  
Assistance Grant  
ESC Region 11  
3001 North Freeway Fort Worth, Texas  
76106

ESC Region 11 and **The Network** provides this publication to educational entities as a guide and template to develop their own Data Quality Manual that directly relates to the representing charter. The contents are accurate as of publication date but frequent changes in educational law make it impossible to provide any guarantee. It is the responsibility of the receiving entity to verify and confirm the procedures and legal framework of this document, to adapt the Data Quality Manual to fit the entity's needs, and ensure that that entity and LEA are abiding to the policies and procedures that are outlined within the Data Quality Manual.

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# **DATA QUALITY MANUAL**

# **International Leadership of Texas Charter School 2018-2019**

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## **BOARD OF TRUSTEES**

**Major General James Williams**  
President

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Vice-President

**Tracy Cox**  
Board Secretary

**Curtis Donaldson**  
Board Member

**Dr. Edwin Flores**  
Board Member

## **CENTRAL ADMINISTRATION**

**Dr. Alan Seay**  
Chief Executive Officer

**Mr. Eddie Conger**  
Superintendent

**Mr. Ronald Kuehler**  
Chief Financial Officer

**Dr. Thomas Seaberry**  
Interim Superintendent

**Mr. Jerry McCreight**  
Chief of Administration

**Dr. Laura Carrasco**  
Chief Academic Officer

**Mr. Joseph Roman**  
Deputy Chief Academic Officer

**Anthony Palagonia**  
Area Superintendent-Dallas

**Pete Chapasko**  
Area Superintendent-Tarrant

**Matilda Orozco**  
Area Superintendent-Houston

## INTRODUCTION

The International Leadership of Texas Data Quality Manual has been compiled to provide district and campus personnel with a detailed overview of the data collection process and its impact on state funding, compliance, and accountability. Procedures and processes designed to improve data quality accuracy and integrity through the implementation of a district-wide data quality initiative are presented as described.

The manual addresses each type of data required for funding and compliance and provides:

- Data type
- Standard procedures for data collection
- Eligibility requirements or mandated procedures and processes
- Documentation required to support coding
- Audit preparation including problems experienced in previous audits

## PROGRAMS

- The International Leadership of Texas Data Quality Manual includes specific program requirements, procedures, and forms that relate to the gathering of data reported to TEA. These programs may also have separate operation manuals.
- Though every effort has been made to insure the accuracy of the content contained within this document, frequent changes to federal laws and state mandates can potentially impact the policies and procedures outlined within the International Leadership of Texas Data Quality Manual. Any questions should be directed to those responsible for the program in question.

## DATA QUALITY MANUAL HISTORY

School districts receive a large percentage of their operational funds from state and federal agencies; therefore, specific documentation and reporting requirements have always existed in order for districts to receive these funds. In addition, the districts have been audited by the agencies supplying the funds in order to verify that the districts were eligible to receive the funds requested and determine that the money was spent properly.

Prior to 1984, the reporting burden on the districts was massive and much of the information requested was duplicated in different reports; for example, one enrollment report might request the number of students in the district by grade level and sex while another report asked for the same information by sex and ethnic category. However, when the two reports were compared, the total number of students did not agree because the reporting terms, such as “enrolled” or “in membership” were open to interpretation.

Many of the reports asked for “unduplicated” counts, which was an almost impossible task in a district with high mobility and a largely manual (paper) reporting system which reported only totals by campus or district.

School districts appealed to state legislatures to ease the reporting burden by requiring the Texas Education Agency (TEA) to reduce the number of reports required and establish an oversight function to provide the district with all the reporting requirements for the school year at the beginning of the year in standard formats.

In late 1984, just after the passage of House Bill 72, the TEA decided to convene an Agency-wide task force to examine the reporting implications of the new legislation. After considerable study of the upcoming accountability requirements and consultation with several other states, the task force’s recommendation was that a coordinated database for accountability was needed. The review group foresaw the Agency’s need to have the ability to respond to the almost infinite variety of queries for school district information made by policy makers. Detailed, rather than aggregated data would be necessary in order to have a flexible system.

This new system became known as the Public Education Information Management System (PEIMS). The first PEIMS collection took place in the fall of 1987. The organization, budget, payroll, and staff demographic and responsibility data were collected. The requirement that all school districts submit data through the PEIMS is found in Texas Education Code (TEC) § 42.006.

There are four PEIMS submissions each year. Only three of them contain student data. The mid-year submission contains financial data only.

During the 2012-2013 school year, the Texas Education Agency began the process of completely overhauling data reporting system used by LEAs. During the fall of 2012, schools were introduced to the Texas Student Data System which would integrate all components of PEIMS in addition to other data that would ultimately be reported. Based on the current projection, the Texas Student Data System (TSDS) would be fully implemented by the 2016-2017 school year.

# **FEDERAL AND STATE COMPLIANCE**

## FEDERAL AND STATE COMPLIANCE

### **Program Contact and Accountability**

Krystal Lovato, Executive Director of Federal Programs, [KLovato@iltexas.org](mailto:KLovato@iltexas.org)

Ronald Kuehler, Chief Financial Officer, [RKuehler@ILTexas.org](mailto:RKuehler@ILTexas.org)

### **Definition**

Director of Federal Programs is the administrative point person who is responsible for assimilating federal data requirement changes and developing policies and procedures to implement those changes. Chief Financial Officer is the administrative point person who is responsible for assimilating state data requirement changes and developing policies and procedures to implement those changes.

### **Information Distribution**

Monitor and report on legislative actions which may impact International Leadership of Texas. Revise, distribute, and ensure training for school and district staff on use of the Elementary Guidelines and the Secondary Guidelines. Provide training for school staff on mandated policies and procedures and monitor response where specific action is required.

### **Data Monitoring and Problem Identification**

Monitor data related to funding eligibility, accreditation, and compliance to determine that appropriate documentation is being maintained and to identify discrepancies, errors, or omissions of data that impact these issues. Monitor specialized student-related reporting such as discipline, dropouts, Student Success Initiative, etc. to ensure compliance with all reporting specifications.

### **Data Quality**

Improve the quality of student data which impacts funding, accreditation and compliance through increased extensive, on-site campus auditing and monitoring. Interface with International Leadership of Texas departments to get input on required documentation for their area of responsibility and identify potential data problems in that area. Implement or initiate standard procedures to verify that student data meets all state requirements. Train and monitor school staff in this process.

### **Data Accountability**

Director of Federal Program is responsible for editing all reports or surveys submitted by International Leadership of Texas to state and federal agencies. DLI/ELL coordinator is responsible for requests by other entities, such as the media, to determine if data are compatible with PEIMS data, are reasonable based on trend analysis, and comply with the

requirements or instructions designated by the report, survey or request. Approve all reports, surveys, and requests prior to submission or release.

**Compliance**

Monitor and identify campus and district compliance with local, state, and federal mandates concerning reporting of student data and school operations. Notify principals when school practices are not aligned with policy and state regulations. Provide support for school staff in coding student data for funding and accountability.

**Student Records**

Maintain electronic file of transcripts and census data for graduates and inactive students in order to provide copies to the public, to colleges and universities, and to businesses, upon request. Supervise and provide training for school record clerks and registrars. Monitor state regulations regarding record management and maintenance of the Academic Achievement Record. Facilitate storage of inactive records for closed schools.

How the charter school maintains attendance records (including computerized records, period absence slips, and official calendar) after the completion of the school year; and what backup systems are in place to protect the attendance accounting records.

1. Attendance records: Attendance records are maintained electronically by vendor ISCorp.
2. Backup systems are in place to protect the attendance accounting records as follows:
  1. Daily backups are preserved for one month
  2. Weekly backups are preserved for three months
  3. Monthly backups are preserved for one year
  4. Annual backups: ISCorp maintains Long-Term Data Archiving for ten years and copies are sent to the School upon the School’s request.
  5. Offsite backups: ISCorp sends encrypted backups to an offsite facility daily Monday through Friday.
3. Official calendar: ILTexas maintains an electronic copy of its official calendar on a Google Drive cloud server. The calendar is maintained on that server indefinitely after the end of the school year.

**Records Management**

Serve as Records Management Office appointed by International Leadership of Texas Board of Education as prescribed by Local Governments Records Act and implement, monitor, and supervise a records management program in the district to ensure compliance with all provisions and mandates of the Act.

Facilitate use of the Texas Records Exchange (TREx) by district personnel.

## **Improving Data Quality**

Planning is the key in any project with the goal to improve the quality of the data reported to state and federal agencies. The district PEIMS coordinator receives PEIMS related information. They are responsible for dissemination of information to other staff in a timely manner. Every staff member who is responsible for information reported to PEIMS must have documentation and training made available to them. A campus administrator will assume the responsibility for verification of the data and implement procedures to address any data quality issues.

## **Data Analysis and Verification**

The more verification that can be incorporated into a school's regular data-generating activities, the better data the school district is likely to produce. It is much easier and more efficient to identify and correct mistakes on a current basis rather than on an historical basis. PEIMS reporting is much easier if the information is collected and reviewed regularly rather than all at once before the reporting deadline.

The Campus PEIMS clerk, in conjunction with the responsible staff, should devise a list of reasonableness and accuracy tests appropriate for each data element or set of data elements. For example, reasonableness and accuracy tests could consist of comparing certain results with results from prior years or establishing

allowable ranges for certain items. A school's goal should be to edit information on an on-going basis rather than only when information is submitted for PEIMS. This process promotes better data for day-to-day school district operations rather than just during PEIMS submission.

The PEIMS reporting process provides several good examples in which day-to-day data review and analysis can be combined with one-time review and editing to provide accurate information. For example, if a school collects and processes attendance information on a daily basis and reviews the attendance data at the end of each six-week reporting period, then the process of attendance reporting for PEIMS is simplified. Problems and inaccuracies are corrected at the end of each six-week period when the personnel who collect the data are more likely to remember what caused the problem. When the information is due, the school completes the final six-week period as usual, edits the data for the year, and reviews each reporting period for reasonableness. This process is more likely to result in fewer errors than a process that attempts to correct attendance data for the year on or near the PEIMS reporting deadline.

## **Campus Professionals and Data Entry Staff**

- Responsible for overseeing the reasonableness and accuracy of data by designing and implementing procedures at the campus to insure the data that affects funding, compliance, or accreditation is complete; and correct by identifying areas of concern and determining corrective action. Advise the campus principal of the status of data quality on a regular basis.



- Collaborate with principal to designate campus contacts for each data type that impacts, funding, compliance, and accreditation.
- Compile a list of persons at the campus responsible for special program content knowledge should be distributed to the necessary personnel.
- Identify, document and supply data reporting timelines and procedures to any personnel affected by them.
- Compile regular status reports for the principal regarding data quality at the campuses.

### **Data Entry Personnel**

- Responsible for entering data as specified by a campus professional staff member.
- All data entry persons must be trained in the district's SMS software system in a timely manner.
- Become familiar with the policies in the Student Attendance Accounting Handbook
- Have copies of the Elementary and Secondary Guidelines available.
- Have copies of the data reporting timelines as well as the list of the personnel responsible for providing them with the data to enter into the computer.

Provide verification reports to the special program coordinators to be checked for accuracy of the data in the system. These reports must be provided in time to make necessary corrections before the PEIMS submissions.

# **DATA ASSIMILATION AND REPORTING**

## **DATA ASSIMILATION AND REPORTING**

### **Program Contact and Accountability**

Myrna Apodaca, Director of PEIMS, [MApodaca@iltexas.org](mailto:MApodaca@iltexas.org)

Deyanira Lopez, Enrollment Coordinator, [DLopez@iltexas.org](mailto:DLopez@iltexas.org)

Samary Casanova, Houston Area District Registrar, [Scasanova@iltexas.org](mailto:Scasanova@iltexas.org)

Pamela Clingan, District Registrar, [pclingan@iltexas.org](mailto:pclingan@iltexas.org)

Arianna Reyes, District Registrar, [areyes@iltexas.org](mailto:areyes@iltexas.org)

Victoria Cruz, District Registrar, [vcruz@iltexas.org](mailto:vcruz@iltexas.org)

### **Public Education Management System (PEIMS)**

The submission of Public Education Information Management System (PEIMS) data is required of all Texas school districts. It includes all data collected from schools used for evaluating, monitoring, or auditing public education; and it utilizes:

- A standard set of definitions, codes, formats, procedures, and dates
- Standard edit procedures available via the Internet
- An established database design with approved security measures for access
- A production system for loading into the TEA's enterprise database
- Written documentation of the values stored in the system
- An established life cycle for changes to the system (two years)
- A standard set of reports available on the Internet
- A mandated sunset process to review the justification of all data elements every three years

### **Types of Data Currently Collected**

- The following data is currently being collected for accountability purposes:
- Organization (district and campus identification)
- Staff data (identification, demographic, responsibility)
- Finance data (budget, actual financial, payroll)
- Student identification and demographics
- Student enrollment and special program participation data, which includes Title I, Career and Technical

Education, Bilingual/ESL, Pregnancy Related Services, Life Skills Program for Student Parents, Migrant, Immigrant, Gifted/Talented, Optional Flexible School Day Program (OFSDP), and Special Education

- Attendance data (Average Daily Attendance for funding) and summer school attendance
- Classroom Link information
- Course completion data (Grades 1-12 only)
- School leaver data (graduates, dropouts), and
- Disciplinary action data (suspensions, expulsions).

**TEA Utilization of Reported Data**

- Audits
- Legislative Decision-Making
- Calculation of Administrative Costs
- Determine District and Campus Accountability Ratings
- Academic Excellence Indicator System (AEIS) – 1990-2012
- Texas Academic Performance Report (TAPR) – 2012-Current
- School Report Card

**International Leadership of Texas Use of Reported Data**

- Staffing ratios
- Campus budgeting
- School operations
- Enrollment projections
- Budget projections
- Campus boundary revisions
- Monitor Special Programs Expenditures
- Textbook request verification

**Texas Student Data System**

Beginning in 2013-2014, the Texas Education Agency adopted a new process of gathering and reporting data. The Texas Student Data System (TSDS), a major initiative by the Texas Education Agency, is a new statewide system that modernizes and improves the quality of data collection, management, and reporting in Texas education. International Leadership of Texas is scheduled to rollout the TSDS PEIMS and Dashboards during the 2015-2016 school year.

Through the new student GPSTM Dashboards and other improvements, TSDS will support higher student performance across the state.

TSDS also replaces and expands on the existing Public Education Information Management System (PEIMS):

- TSDS modernizes the PEIMS data collection process to reduce technology risk and system downtime allowing for more system availability and ease of use.
- It puts real-time student performance data in the hands of educators to improve student achievement.
- TSDS will become the one common data collection platform for TEA to reduce the data collection burden on districts and charter schools.

**Access to PEIMS**

- The PEIMS application is only available to authorized LEA, campus, and ESC staff. A TEA issued logon is required to access the application.
- Only Superintendents or persons acting in the role and responsibility of a Superintendent may certify a PEIMS submission through the electronic Statement of Approval (SOA). This responsibility may not be delegated or shared with a second person

**PEIMS Submission Process**

- Campus Input of Data
- Data Edited at Campus and Reviewed for Accuracy
- Errors Corrected and Edited Again at Campus Level
- District Aggregation of Campus Data
- Data Edited at District Level
- Address All Fatal Error, Special Warnings and Warnings
- Data Reviewed and Superintendent's Signature Assigned
- Notify Educational Service Center
- Educational Service Center Completes Edit Process (as per service contract)
- Approval forwarded to the TEA by Educational Service Center

**PEIMS Submission Schedule**

Submission dates are determined by the TEA and may vary by a day or two each year. Provisions for a resubmission exist for each submission approximately three weeks later. In addition, there are separate provisions for year-round-schools. All submission dates and resubmission dates are published in the Legacy PEIMS Data Standards. The district is responsible for delivery of the data to TEA by the specified due dates. Extensions will not be approved unless substantiated by extreme circumstances (e.g., fire in administration building).

**Submission 1 (Fall Snapshot)** - This submission includes every student enrolled in school by the “as of” date, which is the last Friday in October and their special program participation. It also includes all the students who were enrolled the previous year but who are not enrolled this year (graduates, dropouts, and students who enrolled in some other school system).

**Submission 2 (Mid-Year)** - This submission includes organizational data and the actual financial data from the previous year.

**Submission 3 (End-of-Year / Summer)** - This submission is a cumulative record of student attendance and contact hours for special programs, course completion, and disciplinary actions (expulsions and suspensions) for the entire school year. State funding is based on this submission.

**Submission 4 (Extended Year)** - This submission is a cumulative record of attendance in the summer school provided for students who do not meet promotion standards in the regular school year and/or the students served by special education who are expected to regress over the summer months without continued services (Extended School Year–ESY). Funding for summer school is based on this submission.

**Nurses’ Report** – Schools are mandated to insure students are adequately immunized and that each student is screened for vision and spinal issues. Records of these screenings are maintained by each campus nurse and must be submitted by the district to the Texas Department of State Health Services.

The information collected for PEIMS is utilized by TEA in the following ways:

Submission 1 SNAPSHOT	Submission 2 Actual Financial Data Prior Year	Submission 3 Summer	Submission 4 End-of-Year
<p><b><u>Included Data:</u></b></p> <ul style="list-style-type: none"> <li>❖ <b>snapshot data</b> – data reflect the status of the district on the last Friday of October. Data includes budget, staff, organization, and student data.</li> <li>❖ <b>leaver data</b> – data on graduates, dropouts, and other school leavers identified during the prior school year. (i.e.: 2009-2010 reports leavers for 2008-2009)</li> </ul>	<p><b><u>Included Data:</u></b></p> <ul style="list-style-type: none"> <li>❖ actual audited</li> <li>❖ financial data from the previous year</li> </ul>	<p><b><u>Included Data:</u></b></p> <ul style="list-style-type: none"> <li>❖ student attendance data,</li> <li>❖ course completion data &amp; Classroom Link information                             <ul style="list-style-type: none"> <li>❖ discipline data,</li> <li>❖ restraint data, and</li> </ul> </li> <li>❖ Title I, Part A data.</li> </ul>	<p><b><u>Included Data:</u></b></p> <ul style="list-style-type: none"> <li>❖ Dual credit courses completed during the summer</li> <li>❖ extended school year services (ESY) data, and</li> <li>❖ bilingual/ESL summer school program.</li> </ul>

<p><b><u>Used to:</u></b></p> <ul style="list-style-type: none"> <li>❖ calculate compensatory entitlement,</li> <li>❖ monitor special programs,</li> <li>❖ report to the federal government,</li> <li>❖ calculate retention,</li> <li>❖ calculate basic profiles for AEIS, and perform desk audits.</li> </ul>	<p><b><u>Used to:</u></b></p> <ul style="list-style-type: none"> <li>❖ report to the state legislature,</li> <li>❖ monitor special, program expenditures,</li> <li>❖ audit districts, and perform desk audits.</li> </ul>	<p><b><u>Used to:</u></b></p> <ul style="list-style-type: none"> <li>❖ calculate FSP final allotments,</li> <li>❖ calculate attendance and course completion,</li> <li>❖ create a portion of the AEIS,</li> <li>❖ augment the monitoring of special programs, and perform desk audits.</li> </ul>	<p><b><u>Used to:</u></b></p> <ul style="list-style-type: none"> <li>❖ calculate ESY funding,</li> <li>❖ calculate BIL/ESL summer school funding,</li> <li>❖ monitor special programs, and perform desk audits.</li> </ul>
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**Timelines and Verification of Tasks**

The International Leadership of Texas PEIMS Department has established timelines for all student information. Timelines reflect dates and deadlines for each step of the data quality process. The schools are responsible for delivery of student data on the specified due dates.

**LEA and Campus Deadlines**

Campus data is to be verified and submitted to the LEA by the dates below.

**Fall Collection (prior/current year data)**

First submission- December 6, 2018

Resubmission- January 17, 2019

**Midyear Collection (prior year data)**

First submission-January 24, 2018

Resubmission-February 7, 2019

**Summer Collection (current year data)**

First submission-June 20, 2019

Resubmission- July 18, 2019

**Extended Year Collection (current year data)**

First submission-August 30, 2019

Resubmission- September 19, 2019

LEA data submission timeline is in accordance with the **2018-2019 SUBMISSION AND RESUBMISSION TIMELINES.**

<b>2018-2019 Submission and Resubmission Timelines</b>	
<b><u>TSDS Collections</u></b>	
<b>TSDS ready to load data to eDM</b>	<b>August 6, 2018</b>
<b><u>TSDS PEIMS Collections</u></b>	
<b>All TSDS PEIMS Collections ready for users to load data to eDM</b>	<b>August 6, 2018</b>
<b>All TSDS PEIMS Collections ready for users to promote data</b>	<b>August 6, 2018</b>
<b><u>Fall (Collection 1)</u></b>	
<b>Close of school-start window - Last Friday in September</b>	<b>September 28, 2018</b>
<b>Snapshot Date</b>	<b>October 26, 2018</b>
<b>TSDS PEIMS ready for users to complete, approve, and accept submissions</b>	<b>October 29, 2018</b>
<b>Requests to retire Unique IDs due at TEA</b>	<b>November 30, 2018</b>
<b>First submission due date for LEAs and ESCs</b>	<b>December 6, 2018</b>
<b>Requests to retire Unique IDs due at TEA</b>	<b>January 11, 2019</b>
<b>Resubmission due date for LEAs and ESCs</b>	<b>January 17, 2019</b>
<b>Data available to customers</b>	<b>February 14, 2019</b>
<b><u>Midyear (Collection 2)</u></b>	
<b>TSDS PEIMS ready for users to complete, approve, and accept submissions</b>	<b>December 17, 2018</b>
<b>First submission due date for LEAs and ESCs</b>	<b>January 24, 2019</b>



<b>Resubmission due date for LEAs and ESCs</b>	<b>February 7, 2019</b>
<b>Data available to customers</b>	<b>February 28, 2019</b>
<b><u>Summer (Collection 3)</u></b>	
<b>TSDS PEIMS ready for users to complete, approve, and accept submissions</b>	<b>May 20, 2019</b>
<b>Requests to retire Unique IDs due at TEA</b>	<b>June 14, 2019</b>
<b>First submission due date for LEAs</b>	<b>June 20, 2019</b>
<b>Requests to retire Unique IDs due at TEA</b>	<b>July 12, 2019</b>
<b>Resubmission due date for LEAs*</b>	<b>July 18, 2019 *</b>
<b>Data available to customers</b>	<b>September 13, 2019</b>
<b><u>Extended Year (Collection 4)</u></b>	
<b>TSDS PEIMS ready for users to complete, approve, and accept submissions</b>	<b>August 5, 2019</b>
<b>Requests to retire Unique IDs due at TEA</b>	<b>August 23, 2019</b>
<b>First submission due date for LEAs</b>	<b>August 29, 2019</b>
<b>Requests to retire Unique IDs due at TEA</b>	<b>September 13, 2019</b>
<b>Resubmission due date for LEAs*</b>	<b>September 19, 2019</b>
<b>Data available to customers</b>	<b>October 17, 2019</b>

## **TSDS Unique ID**

Beginning in July of 2013, all staff and students must be assigned a TSDS Unique ID. The purpose of the Unique ID is another form identifying and tracking students and staff outside of using the individual's social security number or state issued identification number. Students and district employees are required to be assigned a Unique ID. The Unique ID assignment process within the TSDS Unique ID system consists of six distinct steps:

1. Data submission
2. File validation
3. Data validation
4. Assign ID
5. Resolving near matches
6. Download IDs

It is the responsibility of the Data Coordinator to make sure that each student and faculty member receive a Unique ID. This is accomplished by running and extracting a Unique ID list from the SMS system that will then be uploaded into the TSDS system. TSDS will match the students with their Unique ID and provide a file that will need to be downloaded and imported back into the SMS system. Detailed instructions on the import and export process can be found at <http://www.texasstudentdatasystem.org>

## **PET Reporting Changes for 2018-2019**

Effective with the 2018-2019 school year, the Legacy PET data submission application will no longer be the method in which to submit your person enrollment tracking data to TEA. Beginning in the spring of 2018, enrollment tracking data will be submitted through the Unique ID application. PET will be known as the Unique ID Enrollment Tracking. Please refer to Section 9 (TSDS Unique ID) of the TEDS Data Standards for the reporting requirements.

[https://www.texasstudentdatasystem.org/TSDS/TEDS/1819F/TEDS\\_Section\\_9\\_Unique\\_ID\\_Specifications/](https://www.texasstudentdatasystem.org/TSDS/TEDS/1819F/TEDS_Section_9_Unique_ID_Specifications/)

The Legacy PET application will continue to be accessible for searching historical enrollment data or running reports on previously submitted data until the 2019-2020 school year.

# CAMPUS DATA

## **CAMPUS DATA**

### **Program Contact and Accountability**

Principal on campus will be the person of Program Contact and Accountability

### **Definition**

Principals are directly responsible for all records in their school and must ensure that all data is correct and accurate. It is also the responsibility of the principal to assign all data entry and monitoring functions to appropriate personnel and hold them accountable for these activities. The principal must determine the security level at which each staff member may function. Security levels may have to be adjusted during certain time periods to accommodate specific functions, i.e., PEIMS, TSDS, scheduling, grade reporting, summer school registration and reporting, or in the absence of personnel with security authorization in the impacted area. **The principal should perform periodic checks to monitor the quality of data and implement corrective actions, where necessary, to implement an in-house monitoring system.**

### **Importance of Accurate Computer Data**

In International Leadership of Texas, all PEIMS data is entered by the campus' Registrar, the PEIMS extracts are processed, and reports are run through the Student Management System to verify data. Even if the data's paperwork trail is correct, if it is not on the computer, it will not be reflected on the reports and, therefore, not reported to TEA.

The master schedule file must be accurate and up-to-date, since PEIMS staffing data is derived from matching the personnel file to the courses and number of students each teacher is teaching.

The scheduling and grade reporting data must be accurate and up-to-date, since PEIMS data elements such as course completion and staff schedules are derived from these files. Any missing course or grade may result in inaccurate reporting for the school.

Extracurricular eligibility is also dependent on accurate up-to-date grade reporting data. Any student who receives a grade below 70, an incomplete, or a blank grade is ineligible, not only for UIL sponsored events but also for all other designated extra-curricular activities. If a teacher fails to input grades for a particular class, every student in that class appears on the UIL ineligible report.

All student ID numbers must be unique and accurate. If identical ID numbers are posted at two different schools, a conflict is recorded and funding data is significantly impacted.

The student social security number (if available) or the sending school's nine-digit PEIMS Identification Number must appear on each check-out sheet if a student withdraws. It is the sending school's responsibility to assist the receiving school attempting to enroll a student regarding checkout information, especially social security numbers or PEIMS ID numbers. It is the receiving school's responsibility to ensure during the enrollment process of a new student that the

student's social security number or PEIMS ID number and the student's International Leadership of Texas local ID number are secured. If all efforts fail to yield a social security number or a PEIMS number from the previous district, assistance may be requested from TEA. **Do not assign a new PEIMS number unless the student has never been enrolled in a Texas public school.**

All student data — demographics, membership (entries and withdrawals), absences, program eligibility, discipline, grades, etc., - must be on file. Missing data results in a "Fatal Error" on PEIMS, and the student will not be counted for funding or program enrollment, resulting in a loss of program funds. In the Average Daily Attendance (ADA) system alone, if 10 students are not counted for funding purposes, the district loses significant funding. This does not include funds for special program enrollment, which would also be lost.

It is important to recognize the difference between a "fatal error" and a "warning message." All fatal errors must be corrected. A fatal error indicates that the data is not acceptable in its present form. TEA will not accept data with fatal errors. A warning indicates that this is an unusual condition, and TEA would like for the data to be carefully scrutinized to see if it is correct before it is submitted. Most of the time, the warnings can be corrected; however, if the data reflects the truth, no action is required. An example of this might be a student in the 9th grade that is 21 years old. This condition would cause a warning message, but if the student actually is 21 years old and in the 9th grade, the data should not be changed. Excessive numbers of certain warnings are cause for an on-site investigation; therefore, research and correction should continue until all "warnings" are addressed or the re-submission deadline is past.

Although schools must be fatal free by the submission deadline, staff should continue to review the data for accuracy and make corrections until the deadline for resubmission is past.

All corrections to PEIMS data must be made at the campus level prior to the re-submission deadline.

### **Data Quality**

Policies and procedures must be developed and maintained at the district and campus level in order to maintain data integrity. Procedures must be outlined in the Data Quality Manual and revised as deemed necessary.

### **Data to be reviewed**

Ownership and responsibility must be assigned for all types of data that impacts funding, accreditation, and compliance (department heads, project managers, school principals, etc.), as well as enforcement of accountability for data quality.

- 1 AAR – Transcripts
- 1 ADA Attendance Accounting
- 1 At-Risk Student Data
- 1 CTE
- 1 Course and Credit Validation (Course Completion)
- 1 Discipline –Gun-Free Schools Act, DAEP, JJAEP, and Suspension
- 1 Extracurricular Activities/UII Eligibility and Co- curricular/Extracurricular Data
- 1 Free/Reduced Lunch
- 1 Gifted and Talented Education
- 1 Grade Reporting – Missing Grades, Grade Books, Grade Change
- 1 Documentation, Course Completions
- 1 Graduates and Related Data
- 1 Health Services – Immunizations 1 Homeless
- 1 Limited English Proficient (ELL) – Immigrants/Migrants
- 1 Master Schedule – Student Scheduling
- 1 Office of Civil Rights (OCR)
- 1 Optional Extended Year Program (OEYP)
- 1 PEIMS
- 1 PEIMS Staff PID – 090 Records
- 1 PEIMS Student PID
  - o Life Skills Program for Student Parents
  - o Pre-kindergarten Eligibility or Pregnancy Related Services (PRS)
  - o Section 504
  - o Special Education – Extended School Year (ESY), Early Childhood

#### Placement

- 1 Dropout Initiatives – GED
- 1 Dyslexia
- 1 Economically Disadvantaged
- 1 Enrollment Verification, Membership Data, Tuition, Withdrawals/Leavers
- 1 External Funding – Title I, Title VI, Compensatory Education

### Verification Reports and Timelines

<b>STUDENT PROGRAM</b>	<b>REPORTS RUN FROM SMS</b>			<b>EDIT+ REPORTS</b>
	<b>2-3 WEEK AFTER SCHOOL STARTS</b>	<b>END OF EVERY SIX WEEKS</b>	<b>2 WEEKS PRIOR TO FALL SNAPSHOT DATE</b>	<b>FALL, SUMMER, OR EXTENDED YEAR SUBMISSION</b>
At-Risk			X*	Fall
Attendance		X*		Summer*
Bilingual/ESL	X	X*	X*	Fall and Summer*
Career and Technical Education		X*	X*	Fall and Summer*
Disciple		X		Summer*
Economically Disadvantaged	X		X*	Fall
Extended School Year Services (ESY)				Extended Year
Gifted and Talented	X	X*	X*	Fall and Summer*
Grades		X		Fall and Summer
Course Completion (Grades 9-12)		X**		Summer
Graduates	X		X*	Fall
Leavers/Withdrawals	X	X	X*	Fall
Life Skills for Student Parents Program	X	X*		Summer*
Migrant/Immigrant	X		X*	Fall and Summer*
Master Scheduling/Scheduling	X			
Immunizations	X	X		
Optional Extended Year Services (OEYP)		X*		Extended Year
PID/PET	X			Fall, Summer, and Extended Year
Pregnancy Related Services (PRS)	X	X*		Summer*
Special Education	X	X*	X*	Fall and Summer*
Staff Data	X			Fall
125% Rule for Special Ed. State Requirement		X	X	
Title I, Part A	X	X	X*	Fall and Summer*

Source: Region XVII ESC

\*Have a sign off sheet returned affirming verification

\*\*To be checked at the end of each grading period

**Campus PEIMS Coordinator Checklist**

**District/Campus Student Program Contacts**

PROGRAM	DISTRICT COORDINATOR OR DIRECTOR	CAMPUS CONTACT
At Risk	Angela Marcellus	Counselor
Attendance	Myrna Apodaca	Attendance Clerk
LEP/BIL/ESL	Veronica Csorvasi	LEP Coordinator
Career Tech	Joseph Roman	Counselor
Discipline	Angela Marcellus	Principal/Assistant Principal
Economic Disadvantage	Yolanda Banks	N/A Call District
Extended School Year (ESY)	Shannon Urbina	Special Education Lead
Gifted and Talented	Jamie Rose	Principal/Assistant Principal
Grades/Course Completion	Laura Carrasco/Angela Marcellus	Principal/Assistant Principal
Graduates	Laura Carrasco/Angela Marcellus	Counselor
Leavers	Myrna Apodaca	Registrar

**Impact of Inaccurate Campus Data**

- Financial - loss of state funds
- Accreditation status
- Compliance reprimand

**TEA Funding or Compliance Audits**

- Duplicate Attendance
- Students with Perfect Attendance and No Course Completion Indicator



- Students Coded '0', '4', or '5' on the “Snapshot” but Coded Eligible for Attendance for the School Year
- Kindergarten Students Enrolled Under the Age of Five
- Early Education Students with No Special Education Setting or Speech Therapy Only
- Bilingual/ESL Education Eligibility Coding on the Snapshot
- 7th and 8th Grade Students Earning Career and Technical Contact Hours
- Homebound and Hospital Class School Students Earning Career and Technology Contact Hours
- Student enrolled in Pregnancy Related Services for more than 70 days

### **RECORD TAMPERING**

**It is a third degree felony to tamper with a government record that is a public school record, report, or assessment required under Chapter 39, Texas Education Code. If the intent of the tampering is to defraud or harm another, then the offense is a felony of the second degree.**

# **ATTENDANCE ACCOUNTING**

## **ATTENDANCE ACCOUNTING**

### **Program Contact and Accountability**

Principal on campus will be the person of Program Contact and Accountability

Principal shall designate appropriate campus personnel to whom all attendance coding questions should be directed.

### **Definition**

As per the Student Attendance Accounting Handbook that is put out by the Texas Education Agency each year, a detailed outline of policy of procedures regarding attendance accountability must be kept and maintained by the district and followed by campus personnel whose responsibilities include student attendance.

### **2.2.5 Attendance System Procedures Manual**

*Your district or charter school must maintain a procedures manual that provides specific, detailed information on the district's school attendance accounting system. This procedure manual must include the following information:*

- 1 how and when teachers are to take official attendance*
- 1 how attendance is entered into the attendance accounting system which positions is/are responsible for the coding of special programs (such as career and technical, special education, Pregnancy Related Services, etc.)*
  
- 1 how changes to special programs are to be documented*
- 1 how student membership is to be reconciled between the teacher rosters and the attendance accounting database*
- 1 how your district will maintain attendance accounting records (including computerized records, period absence slips, and official calendar) after the completion of the school year*
- 1 what backup systems are in place to protect the attendance accounting records*
- 1 which position is responsible for the maintenance and security of the attendance accounting records*

## **Eligibility**

A student must be enrolled for at least **two hours** of instruction, five days a week to be considered in **membership** for **one-half day** and for at least **four hours** of instruction, five days a week to be considered in membership for **one full day**. Students who are not scheduled to attend at least two hours, five days a week should be enrolled with an **ADA eligibility code of 0 – Enrolled, Not in Membership**.

Instructional time in Dual Credit courses does not apply to ADA eligibility.

ADA is based on the number of days of instruction in the school year. Every school must have an instructional day that is at least seven hours in length.

Official ADA time for taking attendance during the second instructional hour of the day must be established at each campus prior to the first day of school. Once a time has been selected, a campus may not change it during the school year. Permission for recording absences in an alternate period, such as for testing days, must be obtained in advance from the International Leadership of Texas Charter School PEIMS Department.

## **Texas Education Agency Rules**

Each school must have a copy of the current **Student Attendance Accounting Handbook** published by the Texas Education Agency. The rules in the State handbook govern the procedures used by all districts. No school officer or any other person in the school district has the authority to change these instructions. At the end of the year, all records must be signed by a certified person and delivered to the superintendent, who is responsible for the safekeeping of all attendance records and reports. Each year, instructions will be sent to schools regarding packaging and delivery of attendance documents. The following personnel must be aware of their responsibilities in following the state rules for attendance accounting: administrators, teachers, special program coordinators, and attendance personnel.

The **principal** of each campus is responsible for reviewing his or her Campus Summary Reports for completeness and accuracy. Reports from the Texas Education Agency (TEA), which reflect Public Education Information Management System (PEIMS) data, should be compared to locally-produced reports for reasonableness and accuracy. The principals affirm that they have checked, or caused to be checked, the accuracy and authenticity of the attendance data by signing the Campus Summary Report. The principal is ultimately responsible for the accuracy and safekeeping of all attendance records and reports. These records must be available for audit.

The **teacher** who initially records an absence is responsible for the accuracy of the report and attests to the validity of the data with his or her signature – or, in the case of a paperless attendance accounting system, with his or her entry of those data using the teacher’s logon with a district secret password.

The **attendance personnel** generating absence summaries and/or transcribing the absences or coding information into the computer are responsible for adhering to all laws and regulations pertaining to student attendance accounting. Each person entering data into the attendance accounting system must sign an affidavit attesting that the data he or she has entered is true and correct to the best of his or her knowledge. **In no case should attendance personnel be assigned the responsibility of determining a student’s coding information.**

<u>Code</u>	<u>Description</u>	<u>Documentation Required</u>
<b>C; C- CT</b>	<b>COURT</b>	<b>Court Documents with date</b>
<b>D</b>	<b>ATHLETIC EVENT</b>	<b>Signed and dated roster</b>
<b>E-DR</b>	<b>EXCUSED PER DR</b>	<b>Signed and dated Dr. note</b>
<b>E-EC</b>	<b>EXCUSED EXTENUATING CIRCUMSTANCE</b>	<b>Funeral- Obituary</b>
<b>E- OE</b>	<b>EXCUSED OTHER EXCUSED;</b>	<b>Parent note explaining the situation</b>
<b>E-IL</b>	<b>EXCUSED ILLNESS</b>	<b>Note from parent stating illness with date</b>
<b>E-US</b>	<b>EXCUSED US NAT/CIT</b>	<b>Documentation from citizenship office or ceremony</b>
<b>E-VI</b>	<b>EXCUSED VISIT HIGER EDUCATION</b>	<b>Documentation from the colleges</b>
<b>E- EL</b>	<b>EXCUSED ELECTION CLERK</b>	<b>Documentation from the clerk office with date</b>

<b>F; F-FT</b>	<b>FIELD TRIP</b>	<b>Signed and dated rosters</b>
<b>G; G- OE</b>	<b>MILITARY DEPLOYMENT</b>	<b>Documentation with date of person deployment</b>
<b>H; H-HB</b>	<b>HOMEBOUND</b>	<b>Signed documents from admin over homebound and Dr. Signed and dated log from homebound teacher</b>
<b>H- CEHI</b>	<b>HOMEBOUND PREGNANCY</b>	<b>Documentation from admin over homebound and Dr. Signed and dated log from homebound teacher</b>
<b>I</b>	<b>ISS</b>	<b>Email from administration</b>
<b>M; M- DR; M- PD</b>	<b>MEDICAL DR MEDICAL PARTIAL DAY</b>	<b>Note from DR; student MUST have attended a portion of the school day.</b>
<b>O; O- OS</b>	<b>OSS</b>	<b>Email from administration</b>
<b>P; P- ED</b>	<b>ABSENCE POST ADA; ABSENCE POST ADA EARLY DISMISSAL</b>	<b>Signed, timed, and dated log</b>
<b>Q</b>	<b>EXCUSED BY PRINCIPAL</b>	<b>Signed form from administration with dates excused</b>
<b>R; R- HOLY DAY</b>	<b>RELIGIOUS</b>	<b>Signed and dated letter from the church stating the Holy Day or signed letter from the parent (email/hand written)  Church retreats, camps, and mission trips and individual religious rites (baptisms, christenings, bar mitzvahs, etc.) are not considered holy days.</b>
<b>U</b>	<b>UNEXCUSED ABSENCE</b>	<b>Signed and dated roster; not recorded via online system</b>
<b>Z</b>	<b>TARDY ABSENT ADA</b>	<b>Signed, timed, and dated log</b>

<b>L</b>	<b>TEACHER WEB TARDY</b>	<b>Entered by the teacher of record via online system</b>
<b>T</b>	<b>TARDY PRESENT ADA</b>	<b>Entered by the teacher of record via online system</b>
<b>W</b>	<b>TEACHER WEB ABSENCE</b>	<b>Entered by the teacher of record via online system</b>

**IMPORTANT**

In no case should attendance personnel be assigned the responsibility of determining a student's coding information. Special program staff, directors, and/or teachers should provide attendance personnel with names and coding information of students who are eligible, whose documentation is in order, and who are being served in accordance with an individualized education program (IEP). Special program directors and/or staff are responsible for reviewing special program data and totals for accuracy and completeness. They are also responsible for ensuring that attendance personnel are aware of any changes in a student's services and the effective dates of such changes. The attendance personnel are then responsible for entering the changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, special program staff should verify the Student Detail Report for any coding errors.

**Policy on Classroom Attendance**

Acceptable excuses for absences and tardiness are personal illness, sickness, or death in the family, quarantine, weather, or road conditions making travel dangerous, participation in school activities with permission of the principal, and emergencies or unusual circumstances recognized by the principal or person designated.

Supervision of student attendance will be the responsibility of teachers and school administrators. The role of the principal (and administrative team) is to:

- Establish a period by period attendance management system.
- Design and implement a process for identifying and counseling students with attendance problems.
- Communicate with parents about student attendance problems.
- Approve credit for excused absences.
- Chair the statutorily required School Attendance Committee.

**The role of the teacher is to:**

- Take attendance at the official time designated and for each class period.
- Maintain accurate attendance records and verify accuracy of Student Management System records.
- Send excuse notes from parents to the office in a timely manner.
- Notify parents when a student returns from an absence without an excuse or has been absent for three or more days.
- Insure that students make up work for excused and unexcused absences.
- Complete an attendance referral form for appropriate students, in accordance with district guidelines.

**Classroom First Day of School Procedures**

1. Use the Classroom Roster provided by the clerk to take attendance at the designated time. On the first day of school no student is considered absent. **Absences DO NOT start until a student has attended school at least one day.**
2. On the roster mark one single line through the name of any student on the list who is not in the classroom at official attendance time and mark **NS** to the right of the student’s name.
3. Add the names of any students present in your classroom at official attendance time whose names are not on the roster, but whom you accepted into class with documentation from the office (i.e schedule) Send the students to the designated area if they are in your class without being in your roster.
4. Record the total number of students present and sign and date the roster in blue or black ink (no pencil).
5. Do not “trade”students with another teacher without the knowledge of the principal,who in turn,gives the information to the attendance clerk.
6. Roster(If applicable)
  - Must be completed in blue or black ink (NOT PENCIL)
  - No erasures or white out
  - Must be signed and dated by official ADA Teacher
  - Send the student to the counselor's office or other designated area if they are in your class without being on your roster
  - If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in blue or black ink.

**Classroom Second Day of School Procedures**

**On the second day of school** and any day thereafter, a student entering a teacher’s room must have documentation from the office (ex. Admit slip or class schedule). Verify that the student’s name is on your grade book the day the student enters class and, if not, notify the attendance clerk and registrar by e-mail.



1. Use the 2nd day Classroom Roster provided by the clerk to take attendance at the designated time.
2. Take attendance at the official attendance time (ADA).
3. Add the names of any students present in your classroom at official attendance time whose names are not on the roster, but whom you accepted into class with documentation from the office. (i.e schedule) Send the students to the designated area if they are in your class without being in your roster.
4. Record the total number of students present and sign and date the roster in blue or black ink (no pencil).
5. Roster(If applicable)
  - Must be completed in blue or black ink (NOT PENCIL)
  - No erasures or white out
  - Must be signed and dated by official ADA Teacher
  - Send the student to the designated area if they are in your class without being on your roster
  - If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in blue or black ink.

### **Daily Attendance Procedures**

1. Teachers begin taking attendance within the Student Management Software on September 4th.
2. The official ADA time is at 9:30 am each day. Teachers must have their attendance submitted into the Student Management Software. THIS IS LAW. Failure to report attendance within the allotted time could result in a formal write-up.

### **Attendance Clerk Procedures**

#### **Tasks Prior to Opening of School**

1. Review the updated Membership Reporting procedures and the school district calendars.
2. Distribute Class Rosters to teachers with written instructions on how to document “no show” students.
3. Verify the ADA time/period within the Student Management System. **Note: Students must arrive by 9:30 am to be counted as “Present” for ADA.**

#### **Attendance Clerk First Day Procedures**

1. Distribute first day rosters to teachers to verify attendance (must be signed in blue or black ink by teachers).
2. If a student is not present, the teacher should mark a single line through student’s name and mark NS to the right.
3. Be sure that teachers send attendance to the office no later than 10 minutes after official ADA time.
4. E-mail the PEIMS Office with an official student headcount for each grade by 10:15 am.
5. Enter No Shows within the Student Management System by 2:30 pm.
6. KEEP originals of first day rosters. These will be stored with the End of Year Documentation.

- Attendance Rosters must be completed in blue or black ink (NOT PENCIL)
- No erasures or white out
- Must be signed by official ADA Teacher
- Must include date of student’s first day of attendance in class

7. NO SHOWS

- ALL STUDENTS NOT PRESENT FIRST DAY MUST BE NO SHOWED!
- Unclaimed schedules retrieved and posted as No Show
- Office staff will review each roster turned into the office
- Start by reviewing all hand written names and determine if another teacher has marked a NS
- If student has his name handwritten at bottom of page means either the student is not properly enrolled at the campus OR the student has an incorrect schedule.
- These students SHOULD BE UPDATED not marked as NS.
- Next step will be for office staff to review all rosters and find all students marked as NS that were not rectified in the previous step.
- All NO SHOWS must be posted by 2:30 on the Student Manager System
- All NO SHOWS marked in the Student Management System will show a summer Entry and Withdrawal date of the first day of school. NOTE: Be sure and mark “No Show” within the comment section before submitting No Show record.

8. Prepare new rosters for Day 2

- Teachers should only take attendance for the first day on the first day rosters, second day on second day roster, and so on.
- Teachers will take paper or electronic attendance on day two per the PEIMS office

**Attendance Clerk First Week of School Procedures**

1. An enrollment count must be reported to the PEIMS Office by 10:15 each day of the first week of school.
2. A roster must be completed and signed by the person responsible for the ADA of that classroom (i.e.: Classroom Teacher).
3. Only during the first week of school, a roster will be completed and remain as part of the campus’s official records.
4. Begin completing the “Student Enrollment Daily Accounting” form. This form will need to be completed each time a student Enrolls or Withdraws from the campus.

All manual official attendance documents (**Absentee Slips**) must meet these conditions:

(For example – The requirement also applies when a teacher cannot log into Skyward or there is a substitute in the teacher’s classroom)

- Always use blue or black ink (never record manual entries in pencil, use liquid correction fluid, or use a signature stamp);
- With the legal names of the students (no nicknames or shortened version of the name);

- With the correct student ID number;
- Teacher or Substitute Teacher’s Signature in blue or black ink;
- If errors are made on any official attendance document, strike one line through the error, enter corrections nearby, and initial in blue or black ink.

**Reminder:**

If a student who was marked on the 1<sup>st</sup> day as a “No Show” reports on the 2<sup>nd</sup> day or thereafter, the “No Show” record should be changed to a withdrawal of the first week day of school prior to the school start day and a new Entry Record should be added with the date of the child’s first day in attendance.

**Daily Attendance Procedures**

1. The official ADA time is at 9:30 am each day. Teachers must have their attendance submitted into the Student Management Software. THIS IS LAW. Failure to report attendance within the 10 minute allotted time could result in a formal write-up.
2. Log any new enrollments and withdrawals in the Classroom Membership Transaction Log.
3. On the first day of each week, compare the Classroom Membership Transaction Log with the Student Management Software student enrollment numbers. Any discrepancies must be tracked, corrected, and documented on the Classroom Membership Transaction Log.

**Data Integrity**

All students data - demographics, membership, absences, program eligibility, discipline, grades, etc., must be uploaded to Skyward under the individual student portfolio tab. The data about each student that is reported to PEIMS must be first posted to the Skyward Student Information System. Missing data, results in a “Fatal Error” or “Special Warnings” on PEIMS.

**District Special Programs Department will:**

Be responsible for designating all appropriate special programs coding to campus special programs designated personnel. Please refer to each special program sections for initial qualification, coding and reporting to PEIMS policies.

**Campus Special Programs Designated Personnel will:**

Assess students to identify services needed, determine qualification and placement, enter the information to Skyward Student Information System depending in assessment results and/or records received from previous schools (if applicable).

**PEIMS Department will :**

- Notify campus and special program personnel of PEIMS submission deadlines and ensure compliance with submission.
- Run and Distribute copies of FSP reports to appropriate campus and special program personnel
- Special Programs personnel will verify copies of the FSP reports , campus assigned personnel will be in charge of making necessary changes to FPS - after corrections, new FSP will be sent to campus to show data accuracy prior to submission.
- The special programs designated staff will sign, date in blue or black ink, return the report with any corrections noted to PEIMS Coordinator.
- After FSP is verified, campus Attendance Clerk will obtain signatures of clean FSP report and submit to PEIMS Department.

**Membership Reporting**

All students who are physically present in school on the first day are to be counted in their respective grade level, even though they may be in a self-contained special education class. Membership figures should be shown by grade level (EE through 12), reflecting a physical count of the student present at official ADA time. Students in the auditorium, library, counselor’s office, nurse’s office, etc. at official ADA time must be documented on a roster with a teacher, counselor or administrator’s signature.

After the first day of school, membership includes all students who have enrolled and attended at least one day during the current school year and who have not withdrawn. Students who enrolled, but have not attended at least one day should not be included in the membership count.

**Reconciliation of Student Membership**

Student membership from the teacher’s roster is to be reconciled to the attendance accounting records, Skyward, at the end of the first and fourth 6-week reporting periods.

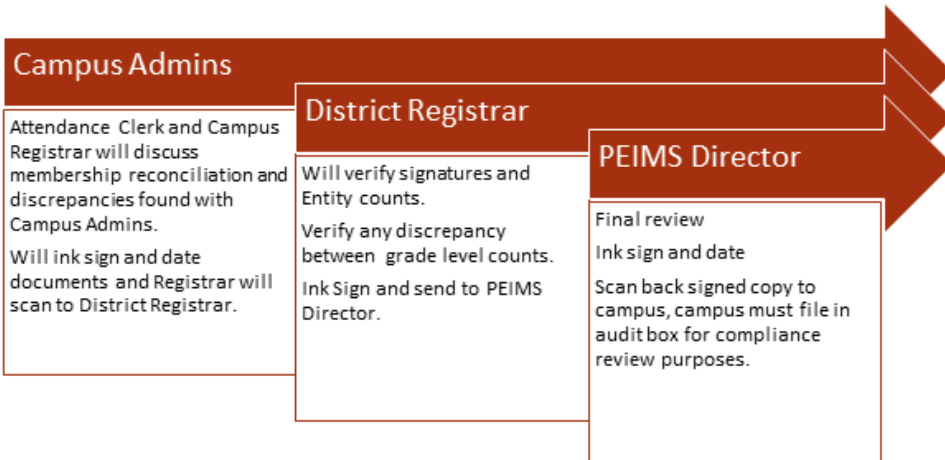
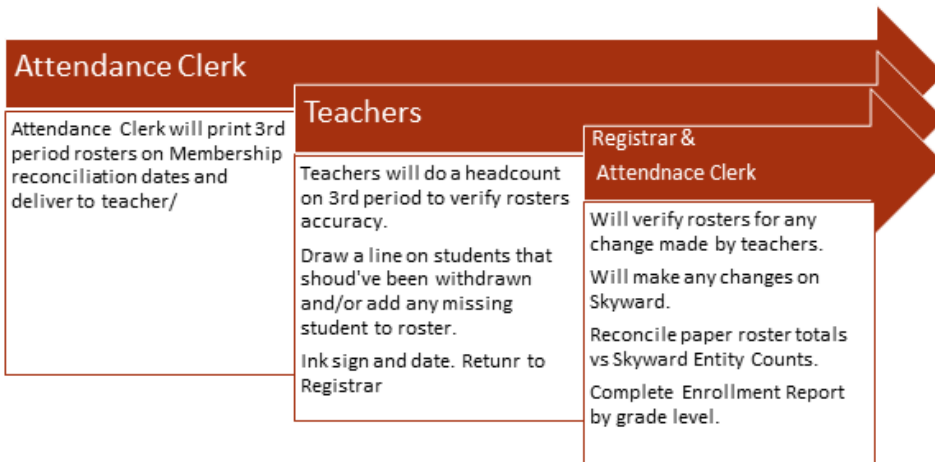
The 1st 6 weeks reconciliation is to verify that all students are reported on attendance records and that “no show” students have been purged from the attendance accounting system (Skyward) . The Teacher Membership Report (Attendance Worksheets) for 3rd period shall be used before the end of the first (1st) and fourth (4th) 6-week reporting periods to show the total number of students in membership in each teacher’s class during the official attendance period.

On the date indicated on “Attendance Timeline” of the 1st and 4th six-week cycle,

- the attendance clerk shall print and distribute the 3rd period Attendance Worksheets.
- Each teacher shall sign the Membership Report for their 3rd period respective class(es).

- The total number of students in membership shall be reconciled (by the attendance clerk and registrar) to the total number of students listed in attendance accounting records, Entity Counts report on Skyward.
- The signed Teacher Membership Reports and Enrollment Report shall be signed by each campus principal and forwarded to the District Registrar for reconciliation with the District Entity Count.
- After reconciliation, the reports shall be forwarded to the district PEIMS coordinator (Executive Director) for final review and signature. The reports shall be filed for audit purposes with the 1st and 4th six-week attendance records.

The workflow for reconciling the teacher’s roster information and attendance accounting records



### **Average Daily Attendance (ADA) Rules and Exceptions**

Official ADA attendance accounting will continue to be reviewed on a six-week basis with funding determined by ADA over the full instructional year calendar. **International Leadership of Texas Charter School has designated 9:30 AM each day as the time for ADA attendance.** All teachers must take attendance at that time. The time for attendance must be posted throughout the building, or the principal must verify that all staff members can state the time when attendance is taken to an auditor.

Absences must be posted daily. Students are either present or absent at the official ADA attendance time. For official attendance accounting, “excused” and /or “unexcused” absences do not exist.

Note: Documentation must be provided in all cases where a student is not physically present at ADA time in the classroom and was counted present for Foundation School Program (FSP) ADA purposes. This includes signed and dated rosters used when a student is with other school personnel at ADA time.

### **Compulsory Attendance**

Unless specifically exempted by law, those children at least six years of age and those who have not yet reached their 19th birthday are required to attend school. A student enrolled in prekindergarten or kindergarten must attend school. However, if the child has not reached mandatory attendance age (six years old by September 1 of the current school year), the parent/guardian may withdraw the student from school and the child will no longer be in violation of compulsory attendance rule. Also, a person who is age 19 or older and is enrolled in public school is required to attend school each day.

### **School Attendance Committee**

Pursuant to state law, each school campus shall have a School Attendance Committee, the composition of which shall be named by the principal. The principal shall serve as chairperson of the committee. The committee shall review petitions for class credit for students who were in attendance fewer than the number of days required for the semester or year. Also, the committee may review the records of all students whose attendance drops below the number of days required, whether or not a petition is filed.

The School Attendance Committee may grant class credit in those cases where absences are due to extenuating circumstances, and the committee may stipulate additional requirements which a student must meet in order to regain credit in a class. Final decisions about credit or promotion will be made at the end of the semester/year. The decision of the School Attendance Committee may be appealed to the Superintendent of Schools (or designee), and finally to the School Board.

## **Withdrawals**

A student can be withdrawn from school by either biological parent if no court action is involved, regardless of who enrolled the student in school, or by the person who signed the enrollment card and/or has legal custody of the student.

- Parents must complete a Student Withdraw Form. After the first week of school, if the student has been in attendance in the school for five days or more, academic grades must be recorded on the check-out sheet. All absences (excused, unexcused, and extracurricular) should be transferred with the student, so they may be recorded at the new school. A copy of the check-out sheet is given to the parent/guardian; one copy is retained by the school; and another copy is sent to the receiving school, if known, together with a copy of the report card. The parent/guardian/student should be given the original report card, and the school should retain a copy in the student's permanent folder. On the top right-hand side of the withdrawal form, write the PEIMS state ID number and highlight.
- In order to track dropouts, a parent signature and the name of the new school in which the student plans to enroll is needed. This is imperative to avoid underreported students.
- The official date of withdrawal depends on the time of day the student withdraws. If a student withdraws from school before the designated ADA time, the effective date of withdrawal is that same day. If a student completes the withdrawal process after the designated ADA time, the effective date of withdrawal that must be posted to the student's computer file is the next school day. Parents and legal guardians should be encouraged to give the school a 24- hour notice of withdrawal to allow time for the school staff to process the check- out sheet without disrupting classes.
- A student is not in membership on the withdrawal date.
- Note the effective date of withdrawal and the withdrawal code (see International Leadership of Texas Charter School Withdrawal Codes) .
- Write the applicable information on the Membership/Transaction Log using the effective date of withdrawal.
- It is critical that withdrawals be posted to the computer files on a daily basis to avoid conflicts with other schools or within the statewide TSDS file.

## **Withdrawal Procedures for Non-Attending Students**

The principal only may withdraw students for non-attendance after specific actions are taken and documented as outlined within board policy and the Parent Handbook. These actions must include

attempting to contact the student to suggest possible interventions or alternative placement to prevent the student's leaving school.

- For general education students between six and nineteen years of age, compulsory attendance laws apply. A student should not be withdrawn for non- attendance unless school personnel can document that appropriate procedures have been followed. For students in violation of compulsory attendance, a court case should be filed on the parent and/or student; and the student should be withdrawn using Withdrawal Code 98 - Other. The parent should be notified in writing of this action and informed to re- enroll the student once they regain control.
- On or after the nineteenth birthday, general education students can be withdrawn for non attendance. If the student has more than five unexcused absences in one semester, a school district may revoke the student's enrollment for the remainder of the year. Attempts to notify the parent should be documented, and a letter informing the parent and adult student of the withdrawal should be sent. The student will be counted as a dropout.

### **Attendance Best Practices**

- Have a current updated PEIMS Data Quality Manual
- Have a current TEA Student Attendance Accounting Handbook
- Attend PEIMS training offered
- Attend training for changes to Elementary/Secondary Guidelines
- Review teachers on first day procedures
- Have all new students entered into the District's Student Management System and all No-shows posted by end of the **first day**
- **After processing No Shows** run a period detail report within the Student Management System at the end of the first day, this will provide a record of all students in each class entered into Student Management System on the first day
- Generate a list of students with no homeroom number (if applicable) or schedule and verify status
- Enter Transactions on the Membership Transaction Log on a daily basis
- Enter and check absences on a daily basis
- Verify membership totals on a daily basis
- Run the **Daily Attendance Summary** to verify student's ADA Eligibility



- Check Absentee Slips (Manual Teacher/Substitute Attendance Rosters) daily for signatures in ink. File by Cycle for End of Year Documentation
- An **Attendance Change Form** that has been signed and dated by the principal or principal's designee must be kept on file when an attendance correction is made, for instance, *when a student is changed from present to absent or absent to present*; and/or when a student is not on campus at the official ADA time but can be considered in attendance for the Foundation School Program (FSP) purpose, the supportive documentation must be attached. ***File by Cycle for End of Year Documentation***
- Verify leaver codes for No-show students
- Verify that leaver codes are correct for previous year withdrawals and have supportive documentation on file

# **AT-RISK**

## **AT-RISK**

### **Program Contact and Accountability**

Angela Marcellus, Director of Student Services, [AMarcellus@ILTexas.org](mailto:AMarcellus@ILTexas.org)

### **Responsibility**

Principal shall designate appropriate campus personnel to whom all At-Risk coding questions should be directed.

Professional staff should provide data entry/clerical personnel with names and coding information, in writing, of students who are identified as at-risk and those who are being served in the program. **In no case should data entry/clerical personnel be responsible for determining whether a student is At-Risk.**

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for reasonableness and accuracy.

### **Definition**

AT-RISK-INDICATOR-CODE indicates whether a student is currently identified at risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). Please note that a student with a disability may be considered at-risk of dropping out of school only if the student meets one or more of the state at-risk criteria that is not considered to be part of the student's disability. A student with a disability is **not** automatically coded as being at risk of dropping out of school because of his/her disability. Districts should use the student's individualized education program (IEP) and other appropriate information to make the determination.

Students are **not** identified as at-risk solely because they are on free and/or reduced lunch. They must meet one of the 13 criteria listed below.

A student at-risk of dropping out of school includes each student who is under 21 years of age and who:

- is in pre-kindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- was not advanced from one grade level to the next for one or more school years; (Retained – stays with them for their entire school career) New: A student is not considered a student at risk of dropping out

of school if the student did not advance from pre-kindergarten or kindergarten to the next grade level only as the result of the request of the student's parent;

- did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is pregnant or is a parent; (Pregnant/Parent – stays with them for their entire school career unless they are no longer pregnant or parenting)
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;
- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school; (Dropout – stays with them for their entire school career)
- is a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term “homeless children and youths”, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

At-risk data is reported in the fall PEIMS submission. Reports on PEIMS Edit+ are available to list students identified as at-risk. At-Risk Student Roster (PRF5P025) also provides information on participation in Title I and Special Education and the economic disadvantaged status of at-risk students, even though these criteria do not affect at-risk status.

## Documentation Requirements

<b>State Criteria</b>	<b>Campus Documentation Required (includes but is not limited to)</b>
<ul style="list-style-type: none"> <li>is in prekindergarten, kindergarten or grade 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;</li> </ul>	<ul style="list-style-type: none"> <li>Copy of readiness test or assessment instrument used to determine At-Risk status</li> </ul>
<ul style="list-style-type: none"> <li>is in grade 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;</li> </ul>	<ul style="list-style-type: none"> <li>Report Card Grade (in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>was not advanced from one grade level to the next for one or more school years;</li> </ul>	<ul style="list-style-type: none"> <li>Evidence of Retention (in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least</li> <li>110 percent of the level of satisfactory performance on that instrument;</li> </ul>	<ul style="list-style-type: none"> <li>TAKS Results</li> <li>Test Record (in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>is pregnant or is a parent;</li> </ul>	<ul style="list-style-type: none"> <li>Life Skills Program for Student Parents Folder or Roster</li> <li>Pregnancy Related Services (PRS) folder (Documentation with principal or counselor or in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>has been placed in an alternative education program in accordance with</li> <li>TEC §37.006 during the preceding or current school year;</li> </ul>	<ul style="list-style-type: none"> <li>Sending school's Discipline records</li> <li>Withdraw Form</li> <li>Copy of Parent Notification (in Cumulative Record File)</li> </ul>

**DOCUMENTATION REQUIREMENTS**

<b>State Criteria</b>	<b>Campus Documentation Required (includes but is not limited to)</b>
<ul style="list-style-type: none"> <li>has been expelled in accordance with TEC §37.007 during the preceding or current school year;</li> </ul>	<ul style="list-style-type: none"> <li>Discipline Reports</li> <li>JJAEP Database</li> </ul>
<ul style="list-style-type: none"> <li>is currently on parole, probation, deferred prosecution, or other conditional release;</li> </ul>	<ul style="list-style-type: none"> <li>Note: Confidential Information</li> <li>Information may be with counselor or principal</li> <li>Sign-in sheets documenting parole officer’s visit</li> </ul>
<ul style="list-style-type: none"> <li>was previously reported through the PEIMS to have dropped out of school;</li> </ul>	<ul style="list-style-type: none"> <li>PEIMS Report</li> <li>Withdraw form</li> <li>State Dropout Report</li> <li>(in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>is a student of limited English proficiency, as defined by TEC §29.052;</li> </ul>	<ul style="list-style-type: none"> <li>LPAC Minutes</li> <li>LPAC Identification as LEP</li> <li>Documentation in LEP Folder</li> <li>Code of Y, I, or W in the LEP status field within the Student Management System</li> <li>(in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</li> </ul>	<ul style="list-style-type: none"> <li>Note: Confidential Information</li> <li>Information may be with counselor or principal</li> <li>Sign-in sheets documenting case worker’s visit</li> </ul>
<ul style="list-style-type: none"> <li>is homeless, as defined NCLB, Title X, Part C, Section 725(2), the term</li> <li>“homeless children and youths”, and its subsequent amendments; or</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Card – address of a shelter</li> <li>TEA Data Collection Form</li> <li>Student Residency Questionnaire (in Cumulative Record File)</li> </ul>
<ul style="list-style-type: none"> <li>resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter,</li> <li>psychiatric hospital, halfway house, or foster group home.</li> </ul>	<ul style="list-style-type: none"> <li>Enrollment Card – address of a facility (in Cumulative Record File)</li> </ul>

### **TEA Funding or Compliance Audits**

- Homeless student not coded with correct codes
- Start Date with Student Management System is invalid
- LEP/ELL students are marked as eligible regardless of grade level
- Incorrect ID numbers
- Incorrect or missing data

### **Best Practices to Ensure Data Quality for At-Risk Data**

- It is imperative that at-risk data be correct within the Student Management System for PEIMS submission. Here are information and guidelines to ensure data quality for at-risk data:
- At-Risk records are maintained by the Campus PEIMS Clerk based upon information received by the at-risk contact/coordinator.
- Schools are responsible for maintaining, verifying and updating all at-risk information for students. Most importantly, students who are at-risk must have corresponding documentation entered in the system.
- All back-up data for at-risk should be on file. A student should not be coded as at-risk if there is not any documentation for the coding.
- Please be advised that the at-risk contact/coordinator is the person responsible for the at-risk data on their campus.
- The PEIMS Clerk responsible for entering at-risk data into the SMS system must have written and signed coding instructions from the at-risk campus contact/coordinator. They are **not** to make decisions regarding coding or services. That is the responsibility of the at-risk campus contact/coordinator professional staff member.
- Services that at-risk students receive will need to be entered. Services will not be populated automatically.

**Note:** Please remember each teacher should have, in their possession, a list of the at-risk students that they teach. Teachers should be reminded that this list is confidential.

# **BILINGUAL/ESL**



## **BILINGUAL/ESL**

### **Program Contact and Accountability**

Dr. Laura Carrasco, Chief Academic Officer, [LCarrasco@ILTexas.org](mailto:LCarrasco@ILTexas.org)

Veronica Csorvasi, Director of EL(Compliance and Secondary ESL), [vcSORvasi@ILTexas.org](mailto:vcSORvasi@ILTexas.org)

### **Responsibility**

Principals shall designate a Bilingual/ESL Program Administrator (LPAC AP) to whom all questions related to LEP/EL, Bilingual, and ESL PEIMS coding should be directed.

The Bilingual/ESL Program Administrator should work collaboratively with the LPAC in providing data entry staff with names and coding information of LEP/EL and monitored students that reflects EL status, Program Placement, Home Language Code, Parent Permission Date/Code, and information regarding eligibility (or ineligibility) for PEIMS, which will generate EL funding.

**In no case should attendance clerk or registrar personnel be responsible for determining a student's PEIMS EL/Bilingual/ESL Indicator code.** The Bilingual/ESL Program Administrator (LPAC AP or other) is also responsible for ensuring that attendance personnel are aware of changes in student's services and effective dates of such changes. The attendance clerk and registrar personnel are then responsible for entering such changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Bilingual/ESL Program Administrator should verify the Student Detail Report for any coding errors.

Campus administrators are responsible for PEIMS data and will ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information management System (PEIMS) data, are compared to campus reports and student folder for reasonableness and accuracy.

After ALL eligibility requirements have been met for a LEP/EL student, information then is input into the Student Management System.

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student's exit from the bilingual education or ESL program, the student will no longer have an EL indicator code of 1. The effective date of this change should be recorded in the attendance accounting system.

At the beginning of each semester, the LPAC Administrator (AP) should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six- week reporting period, the LPAC Administrator (AP) should verify the Student Detail Report to ensure that coding is correct.

Students in grades K through 8th who are counted for funding in the bilingual/ESL program must be served in a bilingual/ESL program. ILTexas has two program models of service: a) Dual Language Immersion and b) Content-ESL. Students in grades 6-8 must be served by Language Arts teachers who are also ESL certified. Students in grades nine through twelve are served in a Content-ESL program and are served by staff trained in Sheltered Instruction. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL certified teachers. LPAC recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an Exception or Waiver.

Students who are counted for funding in the bilingual/ESL program must have all documentation on file.

When a student is exited from the bilingual/ESL program, the LEP/EL or ESL indicator code in the attendance accounting system will be removed after the LPAC Meeting Log Panel has been updated. Not entering the correct coding will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avoid this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented. LPAC must clearly state 'effective date'.

Districts shall conduct only one Home Language Survey for each student. The Home Language Survey (HLS) shall be administered to each student new to the district and to students previously enrolled in a district in Texas that was not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades kindergarten through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student's permanent record.

### **LPAC Data Collection/Organization**

A student's placement in a Bilingual/ESL program is determined by the LPAC committee after review of the student's Home Language Survey (HLS), Teacher Observations, and a review of the student's oral and norm-referenced assessments. If a student is placed in a Bilingual/ESL program, an LPAC Assessment Folder is created for the student and maintained as part of the student's permanent record. Documentation is uploaded to the student's folder in Skyward (in Attachments).

### **Language Proficiency Assessment Committee (LPAC) Folder**

The following contents may be included in the LPAC Folder.

- Home language survey (will be housed in student's general folder or electronic folder in Skyward)
- Initial LPAC Paperwork
  - Home Language Survey (Skyward)
  - Parent Consent letter (may be housed in student's general folder/Skyward)
  - LPAC Recommendation of Placement (initial or transfer) -- (OLPT & MAP scores are included unless enrolled as a previously identified LEP/EL student)

- Student History Worksheet
- Middle of Year LPAC Paperwork
  - LPAC Decision for State Assessments
- End of Year LPAC paperwork
  - Report on Student Progress
  - Monitoring of Exited Students
  - Notification and approval of Exit

## **Bilingual/ESL Entry Process**

### **LPAC Time Requirements**

- Within four weeks of initial enrollment, the LPAC should review documentation of student's' LEP/EL status, and recommend placement in program of service.
- Parental permission must be acquired within the four week period (if not included in enrollment paperwork).
- Admission is based on an Oral Assessment and a Speaking Assessment (LAS) coupled with achievement test (MAP), if applicable.

### **Initial Registration**

**Documentation Required to Support Coding-** In order to claim Bilingual/ESL eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be in the student's EL folder (and in the LPAC Documentation binder-LPAC minutes- when applicable) for every student accumulating eligible bilingual/ESL days present on the Student Detail Report. The documentation requirements are as follows:

- Every student must have Home Language Survey (HLS) in his/her permanent folder (part of student enrollment packet).
- This includes requesting an original HLS from a previous campus (if applicable).
- Out-of-State surveys are not valid; students will have to go through the state identification and placement process if student's or family language is other than English on the HLS.

**Home Language Survey** – The home language survey shall be provided in both English/ Spanish or applicable language. The home language survey shall be translated into the home language whenever possible. Districts shall conduct only one Home Language Survey for each student. The home language survey shall be administered to each student new to the district and to students previously enrolled in a district in Texas who were not surveyed in the past. Districts shall require that the survey be signed by the student's parent or guardian for students in grades K through grade 8 or by the student in grades 9-12. The original copy of the survey shall be kept in the student's permanent record. Digital copy is permissible.

**Assessment Information** – Proof of a qualifying score on an approved OLPT (LAS) and/or qualifying scores in the

English Reading section of an approved norm-referenced test (MAP). The official scores must be documented in the student's records in the LPAC minutes.

**LPAC Recommendation** – Written documentation of the recommendation for placement by the LPAC (LPAC minutes).

**Parent Consent** – Signed Parent Consent letter to place the EL student in a bilingual education or ESL program. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".

Written documentation of the annual review and recommendation of the LPAC. Proof that a student is:

- served in a full-time bilingual instructional program by staff on permit or certified in bilingual education;
- provided instruction in ESL by staff on permit or certified in ESL or bilingual education for the amount of time accorded to English language arts in the regular instructional program;
- provided instruction as recommended by the LPAC; or
- served in a program approved by the Agency under an Exception from Bilingual Education;
- grade books, teacher lesson plans, students' Academic Achievement Records (AAR) and/or class rosters would be acceptable documentation;

The student's permanent record shall contain documentation of all actions impacting the ELL student. This documentation shall include [19 TAC §89.1220(m)]:

- the identification of the student as LEP/EL;
- the designation of the student's level of language proficiency;
- the recommendation of program placement;
- parental approval of entry or placement into the program;
- parental denial, if applicable;
- the dates of entry into, and placement within, the program;
- the dates of exemptions from the criterion-referenced test, criteria used for this determination in accordance with 19 TAC §101 Subchapter AA. Commissioner's Rules Concerning the Participation of Limited English Proficient Students in State Assessments, and additional instructional interventions provided to students to ensure adequate yearly progress;
- the date of exit from the program and parent notification; and

- the results of monitoring academic success.
- the propriety of student eligibility is affirmed by the principal or superintendent when affidavits are signed.

### **Timelines for Identification and Placement**

Within four weeks of his or her initial enrollment in the district, a student shall be identified as EL and enrolled into the required bilingual or ESL program. 19 TAC §89.1225(g) However, even though the student may be served in the bilingual/ESL program, LEP/EL information for a student should not be entered into the Student Management System unless all the documentation is on file. Funds for bilingual/ESL students cannot be claimed until all documentation is in place. This is audited through EL student folder and LPAC meeting logs.

### **Required Program**

Each district that is required to offer bilingual education and special language programs shall offer the following for EL students:

- bilingual education in PK through the elementary grades;
- bilingual education, instruction in English as a second language, or other transitional language instruction approved by the agency in middle school; and
- instruction according to LPAC recommendation.

The student must be placed in a bilingual education or ESL program as soon as the student is identified as EL (through the home language survey and test scores) and the LPAC has recommended such placement, regardless of whether or not parental approval has been received. The district shall place the student in the bilingual or ESL program on the date the LPAC recommends that service begin but **may not claim funding until after parental approval is received along with home language survey, test scores, and documentation of LPAC recommendation** 19 TAC §89.1220(k). If a parental denial is received, then the district must discontinue serving the student. This is audited through review of ELL student folder and LPAC meeting logs.

### **Program Service Issues for Secondary Programs**

For EL students in grades 9-12 that are newcomers, enrollment in English I for Speakers of Other Languages and/or English II for Speakers of Other Languages is appropriate. For all other EL students in grades 9-12, LPAC documentation must reflect appropriate services to meet the student's needs such ESL designated English and content courses. English I for Speakers of Other Languages and English II for Speakers of Other Languages must be taught by ESL certified teachers. LPAC recommendation of services must be documented in the student's permanent record folder. Students not served in a state required program must be served in a program approved by the Agency under an

Exception.

**Students Tested for Eligibility/Fluent English Speakers Served in EL Programs**

Students in K through first grade who score at or above the cut-off on the the oral proficiency test and students in second through twelfth grade who score at or above the cut-off on the oral proficiency score or above the 40th percentile on the reading section of a standardized achievement test may be served in the bilingual or ESL program. These students are not eligible for bilingual/ESL funds and must not have a bilingual/ESL indicator code recorded on the Student Detail Report. International Leadership of Texas allows bilingual or ESL services for non-EL students so long as their service does not keep a EL student from receiving the required services and there is parent permission for such service. Non-EL students cannot generate EL funding.

**Funding Eligibility Requirements**

A student should have a bilingual/ESL indicator recorded in the Student Management System as soon as ALL eligibility requirements have been met and a new EL record is entered into the LPAC Meeting Information Panel. All documentation must be on file before a record is added to the LPAC Meeting Log. The sooner documentation is on file, the sooner funds may be earned for serving the student.

**Reclassification/Non-service Due to Withdrawal**

As soon as a student withdraws from school or the LPAC reclassifies a student as English proficient according to appropriate tests and recommends the student for exit from the bilingual education or ESL program, the student will no longer have a Bilingual or an ESL indicator code. The effective date of this change should be recorded in the attendance accounting system. At the beginning of each semester, the LPAC Administrator should verify the Student Detail Report to ensure that initial coding is correct. At the end of each six-week reporting period, LPAC Administrator should verify the Student Detail Report to ensure that coding is correct.

When a student is exited from the bilingual/ESL program, changes are made within the Student Management System by adding a new record to the LPAC Meeting Log with the correct EL Status/Program Placement, (M-H, M-D, M-T, S-H, S-D, S-T), etc., and the changes will be reflected in the PEIMS Coding. Not adding this record will result in bilingual/ESL days accumulating when the student has been exited from the program and is no longer being served. At the end of each school year, LPACs must ensure that they are correctly reclassifying students to avert this mistake in the future. If the LPAC did not review the student in the prior year, the district will NOT be able to claim Bilingual/ESL funding for the current school year until that LPAC review is conducted and properly documented.

## **Eligible Days Present**

Students who are being served in the bilingual education or ESL program and are eligible for funding, according to *General Rules* and *Eligibility* earlier in this section, will be identified by a bilingual/ESL indicator code of 1 in the attendance accounting system. The total number of eligible bilingual/ESL days present must be recorded for each six-week reporting period in the Student Detail Report for every student eligible for the program.

At the end of each six-week reporting period, a Campus Summary Report (Section II) must be computed. Total eligible bilingual/ESL days present, for every student in the program, must be summarized by grade level on this report. There will be a separate Campus Summary Report for each instructional track for each campus in the district. Total Eligible Bilingual/ESL Days Present for each grade level on that campus, Total Eligible Bilingual/ESL Days Present for all grades, and Campus Bilingual/ESL ADA must be included on the Campus Summary Report.

At the end of each six-week reporting period, a District Summary Report (Section II) must be computed. The information from all Campus Summary Reports for each track in the district would be added to comprise the District Summary Report for each track. This report must include Eligible Bilingual/ESL Days Present for each grade level in that district, Total Eligible Bilingual/ESL Days Present for all grades, and District Bilingual/ESL ADA.

# **CAREER AND TECHNICAL EDUCATION**



## **CAREER AND TECHNICAL EDUCATION**

### **Program Contact and Accountability**

Joseph Roman, Deputy Chief Academic Officer, [jroman@ILTexas.org](mailto:jroman@ILTexas.org)

\*Principals shall designate a SBEC-certified professional (counselor or assistant principal) to whom all Career and Technical Education (CTE) coding questions should be directed. Under no circumstances should the PEIMS data clerk be responsible for decision-making on issues regarding CTE PEIMS coding.

Because contact hours generate a significant amount of funds for the district, it is important that the district and state rules relative to student attendance in CTE be observed.

### **Contact Hour Eligibility**

The complete rules for reporting contact hour funding for Career and Technical Education courses can be found in Section V of the *Student Attendance Accounting Handbook* published annually by the TEA. ILTexas is responsible for ensuring that campuses are eligible for CTE contact hour funding.

1. CTE courses must have an SBEC-certified CTE teacher. (a.) A person may not be employed as a teacher, teacher intern or teacher trainee, librarian, educational aide, administrator, or counselor by a school district unless the person holds an appropriate certificate or permit as provided by Subchapter B (TEC§ 21.003 Certification Requirements) and (b) the teacher of record must be the teacher in the classroom responsible for teaching and learning, grades, attendance, etc.
2. The campus bell schedule and the school calendar must document the average number of minutes per day in the CTE class. The CTE coding must equal the total number of one-hour approved CTE class periods in which the student is enrolled.

For CTE purposes, "one-hour" refers to a class period ranging in time from 45 minutes to one hour. Usually, a half-credit semester Career and Technical Education course is taught for one class period. A one and one-half credit semester career and technical course would be taught for three class periods.

Campuses which operate on block scheduling where class periods are not in one-hour increments, should use the following chart when determining CTE codes for students.

Each CTE class must be examined separately to determine the average minutes per day students attend that class. Average minutes per day must be computed by reviewing a complete cycle of classes. For example, if a class meets on even-numbered days of the month, a two-week cycle must be reviewed. One week the class will meet on Monday, Wednesday, and Friday, and the next week the class will meet on

Tuesday and Thursday. Once average minutes are determined, the applicable code is assigned to each CTE class. Then, all students attending that career and technical class are assigned the corresponding CTE code.

For students who are enrolled in more than one career and technical course, CTE codes are combined to determine the correct code assigned to each student. For example, a student is enrolled in a CTE that averages 50 minutes per day (V1) and a CTE course that averages 150 minutes per day (V3).

When the V1 and the V3 class codes are combined, the student is assigned a code of V4 in the attendance accounting system.

3. A school may only offer a class once the CTE Department has verified that the appropriate instructional resources, certified personnel, facilities, and technology are in place to teach the essential knowledge and skills intended for that course.
4. CTE student enrollment participation codes must be accurately recorded in the Student Management System section labeled CTE coding. (see attached Decision Charts – Fall and Summer)

Code 0 - not enrolled in CTE courses

Students who are not enrolled in any CTE class must have their CTE Participation code entered as 0 and the effective date is the first day of school.

Code 1 – enrolled in a CTE elective (6-12)

Any student who is enrolled in a CTE class as an elective must have a CTE Participation code of 1 and the effective date is the first day of school or the first day of their enrollment in the CTE class, whichever is later.

Code 2 – enrolled in a CTE course that is part of coherent sequence

Any student (grade 9 – 12) who plans to pursue a sequence of related CTE courses leading to a career pathway must have a signed four-year career plan of study on file before their CTE Participation Code can be entered as 2. (See sample of a four year career plan of study at the end of this chapter.)

In the event that the student does not enroll in a CTE class during a given semester, that student is still considered as a 2 unless she or he changes their plan of study. If a student’s plan of study or Academic Achievement Record does not reflect a coherent sequence of courses then that student may not be coded as a 2.

Code 3 – enrolled in a Tech Prep or Dual Credit program

Any student (grade 9 – 12) may be coded as a 3 if (a) the signed career plan of study includes one or more courses for Advanced Technical (ATC) credit and (b) the signed plan of study includes four years of high school and two years of post-secondary courses. In the event that the student does not enroll in a CTE class during a semester, that student is still considered as a 3 unless she or he changes their career plan of study. If a student’s plan of study or Academic Achievement Record does not reflect a coherent sequence of courses, then that student may not be coded

as a Code 3

The CTE Participation Code of 0, 1, 2 or 3 is NOT equivalent to the CTE weight of V0, V1, V2 or etc. V- weight is determined by the PEIMS course number, is shown in the campus Master Schedule and is directly related to the amount of weighted funding applied to that CTE course. Participation codes describe the individual student’s plan of study and do not affect campus funding. Data quality requires that both of these must be accurately maintained.

There is no V-weight attached to middle school CTE courses under normal circumstances. Only students in grades 9-12 are eligible for CTE contact hour funding, except for 7th and 8th grade students who are taught in a CTED instructional arrangement. Students in grades below 9 are not eligible for contact hours.

Students may earn CTE contact hours while they are being served in Pregnancy Related Services (PRS), Compensatory Education Home Instruction (CEHI), special education homebound (01), hospital (02), and/or state school (30) if and only if that student continues to receive the same amount and type (eye-to- eye contact) of CTE service that s/he was receiving before being placed and must be in addition to the hours served in any of these instructional arrangements.

CTE contact hours may not be claimed when students receiving CTE services are placed in disciplinary settings {i.e., In-School Suspension (ISS) or Disciplinary Alternative Education Program (DAEP)} for more than 5 consecutive days if the same amount and type of CTE services are not provided by the CTE teacher. After 5 consecutive days without CTE services being provided, the student must be removed from the PEIMS 410 record for CTE contact hours effective the first day of placement in the disciplinary setting.

This doesn’t necessarily change the student’s CTE Participation Code but the CTE weighted funding must be turned off. A CTE Override code must be entered in the detail box next to the class name on each student’s schedule. The start date is the sixth day that the student is removed from face-to-face CTE instruction. The ending date is the day that student returns to face-to-face instruction. This must be done for each CTE class in which the student is enrolled.

5. Withdrawn students require special attention to their CTE Participation Codes. Miscoding of CTE students can cause serious PEIMS errors which result in funding losses. In order to maintain data quality, the following rules apply:
  - a. If a student is withdrawing from a ILTexas secondary campus and going out-of- district then the CTE administrator may change the CTE Participation Code according to the steps below:
    1. Run a class roster for the student to see what CTE courses the students was enrolled in during this school year.
    2. Determine if the student will receive an end-of-semester average grade (i.e., a 415 record) for any CTE course in ILTexas during this school year.

3. If yes, then leave the CTE Participation Code unchanged.  
 Only if the student will not receive an end-of-semester average grade for any CTE course in ILTexas during this school year should his/her CTE Participation Code be changed to 0.
6. When a student misses more than five (5) days of CTE instruction for PRS, then documentation must be shared ASAP with the campus CTE decision-maker so that vocational funding can be adjusted. Do not change the student's CTE Participation Code.

The CTE weighted funding must be turned off with a select of 'V0'. The start date is the sixth day that the student is removed from face-to-face CTE instruction. The ending date is the day that student returns to face-to-face instruction. This must be done for each CTE class in which the student is enrolled.

7. A student is not eligible to receive any CTE contact hours for participating one hour in a two hour course or for one or two hours in a three-hour course.
8. State approved CTE courses are listed in Section 4, Code Table CO22 of the Legacy PEIMS Data Standards. Courses with two or five asterisk service ID notation(s) have not been approved for the additional state CTE funding weight and should not be coded in the attendance accounting system as V1, V2, V3
  - a. Districts that offer instruction in CTE courses that are not approved for the additional state CTE funding weight do not report students served in these courses on the 410 Record (CTE- Student). However, these courses are reported on the student's PEIMS 170 record on the Fall Snapshot date. Students enrolled in grade 9-12 courses that re not approved for weighted funding must be reported on the 415 Record in Submission 3
  - b. CTE courses not approved for weighted funding are reported as PEIMS Program Intent Code 11 (Program Intent Code 22 is reserved for CTE courses eligible for weighted funding.)
9. If the campus obtains CTE department approval and the community college meets all Texas Administrative Code requirements for dual credit courses, then the campus may offer Dual Credit courses. The secondary course syllabus and textbook must correspond to the college syllabus and textbook. All students enrolled in a course resulting in dual credit for both a college course and an approved secondary CTE course are eligible to be counted for CTE contact hour funding.
10. If the CTE teacher holds a valid certificate for Advanced Technical Credit (ATC) then the campus may offer an ATC course under a separate PEIMS number. All students enrolled in a course resulting in banked college credit through an approved secondary CTE course are eligible to be counted for CTE contact hour funding.
11. Each career preparation class utilizing the work-based learning delivery arrangement must consist of student participation in work based training appropriate to the instructional program plus participation

in related CTE classroom instruction. Time spent at the training site is instructionally engaged time. Up to 120 minutes per day required time at the training stations counts towards meeting full-time and half-time attendance requirement.

The course must span the entire school year and classroom instruction must average one class period each day for every school week. Career preparation is a full year course; students are expected to be enrolled the entire school year. However, if a student transfers in at mid-year from a different campus where s/he was enrolled in career preparation, then that student may enter the course.

12. Use the following chart to determine the CTE code for unpaid students in CTE “career preparation.”
13. Use the following chart to determine the CTE code for paid students in CTE “career preparation” or for paid or unpaid students in a practicum.

The CTE code must equal the total number of one-hour approved career and technology class periods in which the student is enrolled. (Successful completion of a course is not required to receive funding.) For example, a student enrolled in a one-credit career and technology course should be coded V1. A student enrolled in three one-credit career and technology courses should be coded V3. A student enrolled in a three-credit career and technology course should be coded V3.

14. An approved, written training agreement must be on file for each student participating in work-based learning, whether paid or unpaid. A student in paid work-based instruction may be counted for contact hours on the first day of enrollment, provided that an approved training plan is on file within 15 instructional days of the student’s enrollment date.

A student participating in unpaid work-based experiences may be counted for contact hours on the first day of enrollment; a written training agreement must be approved and on-file before the student begins participating in training at the work-based learning site.

15. For a student participating in paid work-based learning experiences, employment must begin within 15 instructional days of the student’s enrollment date. If a student’s employment at an approved work site does not begin by the 16th instructional day after enrollment, the student may be placed at an unpaid work site. That unpaid training station may be at the student’s school, a nearby school, or at a public library.

If a student’s employment ends prior to the end of the school year, contact hours may be counted without interruption provided the student’s paid work-based training resumes within 15 instructional days and a written training agreement is on file within 15 instructional days of employment.

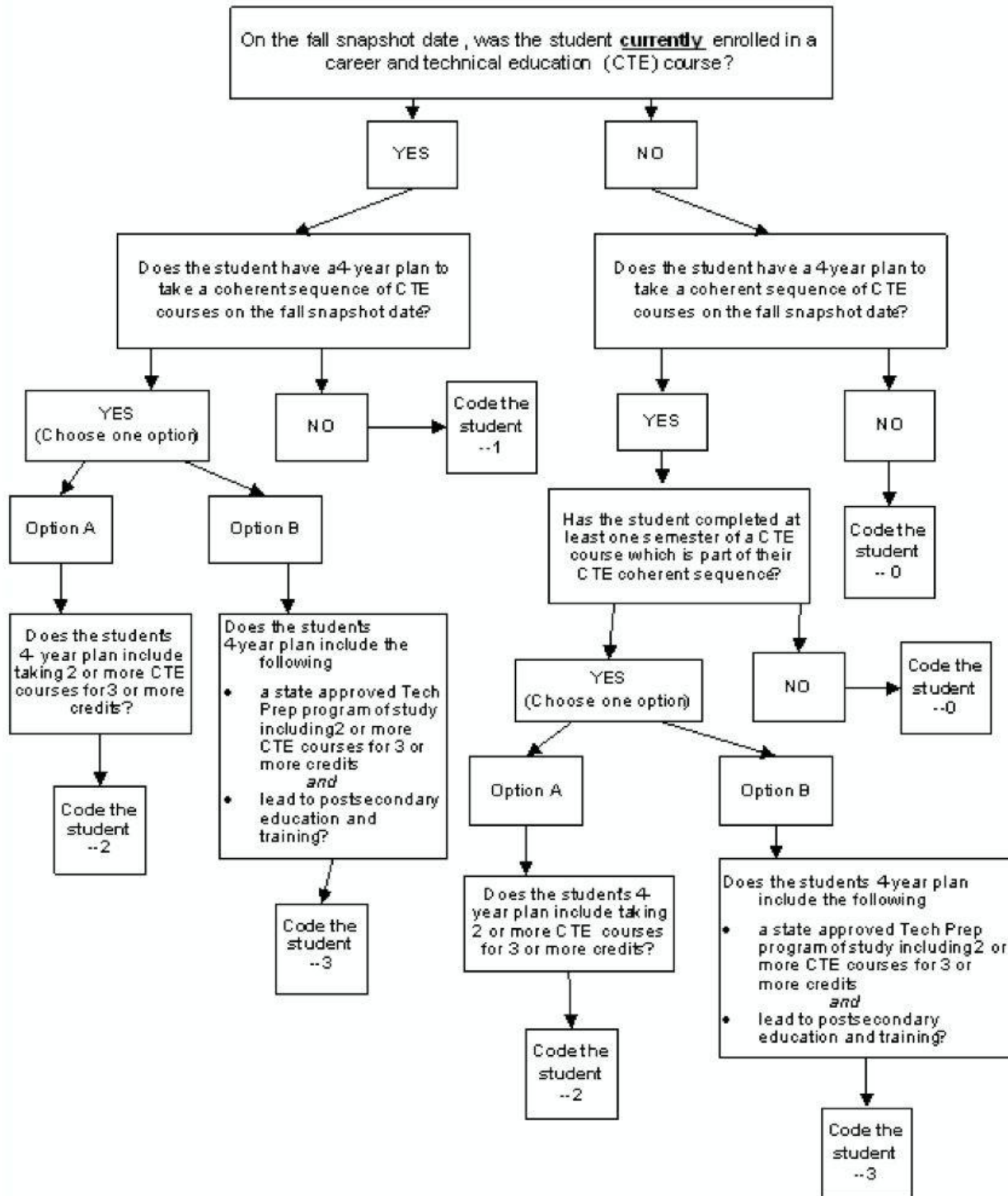
16. Teachers assigned to career preparation work-based learning experience, both paid and unpaid, must visit each student training site at least six times each school year. The teacher of record must be provided time within their

schedules to visit the training sites. The training sites visits may not be conducted during the teacher’s planning and preparation period {TEC§ 21.404}. Whether the school is using 6-week or 9-week grading periods, at least one training site visit during each student grading period is required in order to earn contact hours for that reporting period.

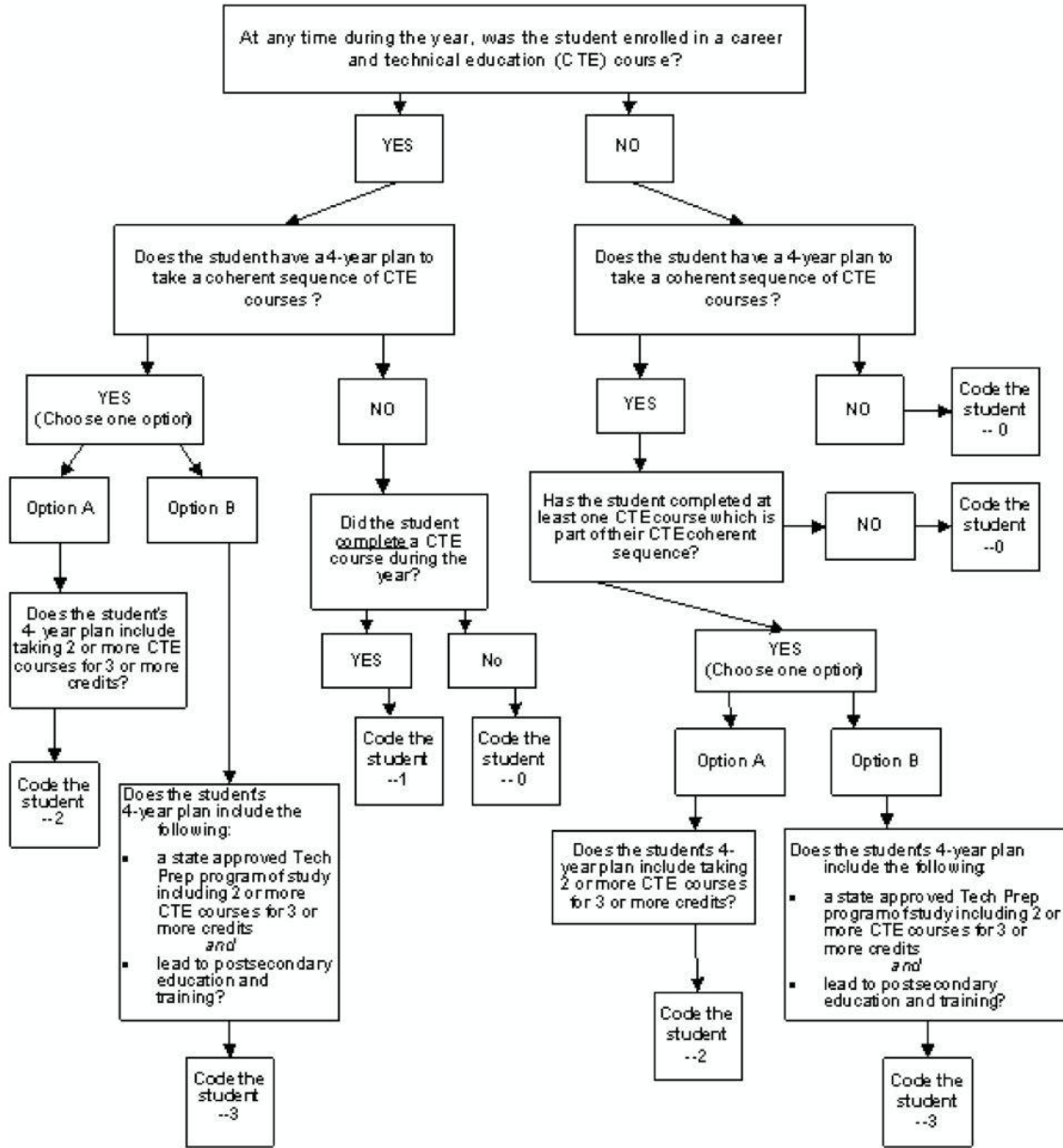
For auditing purposes, verification of the one visit per six weeks to each training station by the supervising instructor must be maintained by the Career and Technology Department.

17. Campuses that plan to offer CTE content by independent study should first seek approval from the CTE department which will refer to rules governing such instructional delivery as outlined in Section V, of the *Student Attendance Accounting Handbook*.
  
18. Documentation -In order to claim CTE contact hours for funding, documentation must be complete. All documents supporting students’ eligibility must be on file for every student accumulating CTE eligibility days present on the Student Detail Report. Documentation requirements include but are not limited to:
  - a. adequate documentation of a student’s entry into the program, services in the program, and withdrawal from the program must be available;
  
  - b. an approved form from TEA or authorized approval entity for magnet courses or innovative courses must be on file in order to obtain CTE funding for these courses;
  
  - c. signed affidavits (by the principal or designee) affirming student eligibility;
  
  - d. four year plans or coherent sequence of courses signed by the student listing specific CTE courses by name and number; or
  
  - e. documentation of a student’s temporary removal from CTE (such as discipline records and CEHI records) to warrant turning off the weighted funding.

## Career and Technical Education Indicator Code Fall Decision Chart (E0031)



### Career and Technical Education Indicator Code Summer Decision Chart (E0031)



Source: Legacy PEIMS Data Standards



# **COURSE COMPLETION**

## **415 COURSE COMPLETION DATA**

### **Accountability**

Accountability for discipline rests with the Principal of the school

Principal can designate the campus Assistant Principal to review and confirm all 415 course records being submitted.

### **General**

The information for the 415 Course Completion record is required to be tracked and reported beginning with the last Friday in October of each school year.

- In submission 3, there should be one 415 record for each student in membership in grades 1 through 12 that was enrolled in at least one course during the current school year. Multiple 415 records are used to report all of the course completion data for a student.

In submission 4, one 415 record must be submitted for each unique class (course section) that was attended during the summer (between school years) for the purpose of a student attempting to earn dual credit.

### **Minimum Reporting Standards for the 2015-2016 School Year (Submission 3)**

1. Districts and charter schools must report all courses attempted by a student as of the last Friday in October.
2. The exact STUDENT-BEGIN-DATES and the STUDENT- END- DATES for each class in which the student is enrolled as of the Last Friday in October must be reported. For example, if a student started a semester with Biology I and changed to a different course such as Theatre on November 1st, then both the Biology I and the Theatre course must be reported on a 415 record along with the actual STUDENT-BEGIN- DATES and the STUDENT-END-DATES for each class.
3. Classes completed prior to the fall snapshot date must also be reported along with the classes completed after the fall snapshot date.
4. Locally developed courses such as the special education 9XXXXXXX series and the locally developed 8XXXXXXX series courses are not reported.
  - For submission 3, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled the student for a particular course section and where the student was enrolled while taking the course.
  - For submission 4, CAMPUS-ID-OF-ENROLLMENT identifies the campus that scheduled and/or awarded the high school credit for the dual credit course the student attempted in the summer between school years.

- The COURSE-SEQUENCE-CODE identifies how the course was taught to the student during the school year, or in the summer.
- COURSE-GRADE and FINAL-COURSE-GRADE are only reported for courses taken for high school credit. This includes high school courses taken in middle school and dual credit courses.
- COURSE-COMPLETION-INDICATOR indicates whether or not the student finished the full sequence of instruction for a course. If the COURSE-COMPLETION-INDICATOR is “1”, it does not mean that the student met all of the requirements to receive credit or a grade for the course.
- Do not include audited courses or courses taken for local credit only.
- Do not include courses with SERVICE-IDs that begin with SA, SR, SS, 01, 8, or 9.
- If a student repeats a course during the year with different outcomes, each course completion is to be reported.
- The 415 record must reflect the PASS/FAIL-CREDIT-INDICATOR-CODE determined at the end of the course. For example: A student completes the first half of Chemistry, a two-semester course. The course was failed, no credit was received (Code “02”). The second semester, this student completed the second half of Chemistry. The course was passed and credit was received (Code “01”). The district averages the grades earned in each half of the course to determine if course credit should be received. In this example, the average grade was passing. The 415 record should reflect a PASS/FAIL-CREDIT-INDICATOR-CODE of “08” (course was failed but credit was received) for the first half of Chemistry. Therefore, the Code “02” originally recorded must be changed to Code “08”.

If a student leaves and returns to the same course section for a particular class during the school year, only one of the 415 records for that course section may be reported with a Course Completion Indicator of “1”. This rule is enforced by a fatal edit.

Additionally, if a student leaves and returns to the same course section for a particular class during the school year, only one of the 415 records for that course section may be

reported with a Pass Fail Credit Indicator Code other than “00”. This rule is enforced by a fatal edit.

- CLASS-ID-NUMBER and SERVICE-ID identifies the unique number assigned to a particular course section at the campus level and must match a 300 Course Section record.
- For submission 3, STUDENT-BEGIN-DATE identifies the first date a student was assigned to the class in the current school year. For submission 4, STUDENT-BEGIN-DATE identifies the date the dual credit course began.

- For submission 3, STUDENT-END-DATE identifies the last date a student was assigned to the class in the current school year. For submission 4, STUDENT-END-DATE identifies the date the dual credit course ended.
- A DUAL-CREDIT-INDICATOR-CODE of 1 is reported only when a student is eligible to receive both high school and college credit for a SERVICE-ID listed in C022. Advanced Placement courses taken at the high school are not to be reported as dual credit.
- The ATC-INDICATOR-CODE indicates a high school course for which college credit may be awarded by a post-secondary institution under the conditions of a local articulation agreement or the statewide Advanced Technical Credit (ATC) program agreement. For submission 4, the ATC- INDICATOR-CODE must be “0”.
- Dual Credit courses are not to be reported as local or statewide articulated (ATC) credit. Likewise, ATC courses are not to be reported as dual credit courses. These rules are enforced by fatal edits.
- COLLEGE-CREDIT-HOURS collects the number of college hours that a student earned while taking a dual credit course. This field will have values ranging from 0 to 3. If a student takes a dual credit course and does not complete the course, then the COLLEGE-CREDIT-HOURS will be reported as 0.

# **DISCIPLINE**

## **DISCIPLINE**

### **Accountability**

Accountability for discipline rests with the Principal of the school.

### **Definition**

Teachers may provide student names and information to a campus administrator trained in discipline procedures for purpose of coding and recording discipline. A trained administrator will determine the correct codes and may forward that information to data- entry personnel. **In no case should data entry/clerical personnel be responsible for determining disciplinary coding.**

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to locally-produced reports for reasonableness and accuracy.

### **Disciplinary Action Data – Student**

Discipline records are reported to PEIMS at the end of the current school year, and are a part of PEIMS Submission 3.

A discipline record is required for each disciplinary action taken against any student which results in the removal from his regular classroom for any part of a day or when truancy charges have been filed against a student and/or his parent. A single student will have multiple discipline records if removed from his classroom more than once and will be categorized in one of the following general categories: In-School Suspension (ISS), Out-of-School Suspension (OSS).

Multiple violations are sometimes committed in the course of one disciplinary event. When completing a discipline record, only the offense code representing the most serious violation should be entered on a discipline record. **NOTE: DO NOT MAKE MULTIPLE ENTRIES FOR THE DISCIPLINE REASON (OFFENSE) CODE.**

The Offenses-Consequences chart provides a summary of PEIMS discipline coding, appropriate options and reminders regarding required documentation. This chart should be referred to when determining appropriate PEIMS discipline coding and appropriate disciplinary actions (consequences).

All student discipline records shall be recorded in the district discipline tracker Skyward. Records for disciplinary infractions may be entered in by the classroom teacher, office personnel, or school administration. Classroom teachers may enter infractions as classroom referrals. However, administrators should be cognizant that they—not clerical staff—are responsible for documenting the coding. An administrator may convert a teacher referral into an offense and/or enter a referral. Offenses may be viewed by a parent through the Skyward Family Access Portal. Parent contact must be made by the teacher and or administrative staff when entering a discipline record. Designations of discipline coding should include either the local coding or two-digit PEIMS discipline offense, consequence, and appropriate dates. Schools should use a discipline referral form with all required PEIMS elements.

**Guidelines Regarding Offenses**

Permanent removal by a teacher from class (disciplinary-action-reason-code 01) under TEC §37.002(b) is a serious offense and is limited for use in those situations where the teacher has refused re-admittance of the student to that teacher’s class. Otherwise, if the teacher allows re-admittance of the student to the class, then PEIMS offense code “21-Violation of Student Code of Conduct” should be used.

Charter Schools are not subject to expulsion requirements as outlined and required by public schools in TEC §37.002. A chart of mandatory DAEP and Expulsion placement is provided for reference and to aid in local decisions as directed by the Charter School’s board. The only exception is if a student brings a gun or firearm to school. This incident falls under TEC §37.007(e) stating:

*In accordance with 20 U.S.C. Section 7151, a local educational agency, including a school district, home-rule school district, or open-enrollment charter school, shall expel a student who brings a firearm, as defined by 18 U.S.C. Section 921, to school.*

**NOTE:** With regards to the documentation requirements mentioned above, “TEC §37.017 Destruction of Certain Records” states information received by a school district under Article 15.27, Code of Criminal Procedure, may not be attached to the permanent academic file of the student who is the subject of the report. The school district shall destroy the information at the end of the school year in which the report was filed. In light of this requirement to destroy information received under Article 15.27, Code of Criminal Procedure, the district must retain documentation other than the information received under Article 15.27, Code of Criminal Procedure to support the discipline data submitted on the 425 record for a period of 5 years.

**PEIMS 425 Record Chart for determining Mandatory Placements**

**NOTE:** This chart represents the minimum required actions and maximum allowed actions for school districts. It does not apply to charter schools except for code 11 – (Possession or use of Firearms at school or a school related activity), unless a charter school has adopted one of the other mandatory provisions into its student code of conduct.

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
			Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
Code and Translation		Behavior Location Code				
01	Permanent removal by a teacher from class (Teacher has removed the student from classroom and denied the student the right to return. TEC §37.003 has been invoked.) – TEC §37.002(c)	On campus			D	
02	Conduct punishable as a felony-TEC §37.006(a)(2)(A)	On campus	M			
		Off Campus, within 300 ft	M			
		School Related/Sponsored Activity Off Campus	M			
		Off Campus, no school related/sponsored activity			D	
		On school property, or at school related/sponsored activity, of another school district			D	
04	Possessed, sold, or used marihuana or other controlled substance-TEC §37.006(a)(2)(C) and 37.007(b) for under the influence	On campus	M			D
		Off Campus, within 300 ft	M			D
		School Related/Sponsored Activity Off Campus	M			D
05	Possessed, sold, used, or was under the influence of an alcoholic beverage-TEC §37.006(a)(2)(D) and 37.007(b)	On campus	M			D
	Code 37 Felony alcohol violation-TEC §37.007(a)(3)	Off Campus, within 300 ft	M			D
		School Related/Sponsored Activity Off Campus	M			D
06	Abuse of a volatile chemical- TEC §37.006(a)(2)(E)	On campus	M			D
		Off Campus, within 300 ft	M			D
		School Related/Sponsored Activity Off Campus	M			D
07	Public lewdness or indecent exposure-TEC §37.006(a)(2)(F)	On campus	M			D
		Off Campus, within 300 ft	M			D
		School Related/Sponsored Activity Off Campus	M			D
08	Retaliation against school employee-TEC §37.006(b) and 37.007(d)	On campus	M			D*
		Off Campus, within 300 ft	M			D*
		School Related/Sponsored Activity Off Campus	M			D*
		Off Campus, no school related/sponsored activity	M			D*



Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
09	Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses in Title 5, Penal Code-TEC §37.006(c) , TEC §37.007(b)(4), and TEC §37.0081	NA	M			D
10	Based on conduct occurring off campus and while the student is not in attendance at a school-sponsored or school-related activity for felony offenses not in Title 5, Penal Code-TEC §37.006(d) and TEC §37.007(b)(4)	NA			D	D
11	Used, exhibited, or possessed a firearm-TEC §37.007(a) (1) (A) and/or 37.007(c) brings a firearm to school.	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
12	Used exhibited, or possessed an illegal knife-TEC §37.007(a)(1)(B)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
13	Used exhibited, or possessed an illegal Club-TEC §37.007(a)(1)(C)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
14	Used exhibited, or possessed a Prohibited weapon under Penal Code Section 46.05-TEC §37.007(a)(1)(D)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
16	Arson-TEC §37.007(a)(2)(B)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school				D

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
		district				
17	Murder, capital murder, criminal attempt to commit murder, or capital murder-TEC §37.007(a)(2)(C)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
18	Indecency with a child-TEC §37.007(a)(2)(D)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
19	Aggravated kidnapping-TEC §37.007(a)(2)(E)	On campus		M		
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus		M		D
		On school property, or at school related/sponsored activity, of another school district				D
21	Violation of student code of conduct not included under TEC §37.006, 37.007, or 37.002(c)	NA			D	
22	Criminal mischief (felony violation)-TEC §37.007(f)	NA				D
23	Emergency Placement/Expulsion-TEC §37.019	NA			D	D
26	Terroristic threat-TEC §37.006(a)(1) or 37.007(b)(1)	On campus	M			D
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus	M			D
		Off Campus, no school related/sponsored activity	M			D
		On school property, or at school related/sponsored activity, of another school district	M			D
27	Assault under Penal Code Section 22.01(a)(1) against a school district employee or volunteer-TEC §37.007(b)(2)(C)	On campus	M			D
		Off Campus, within 300 ft School Related/Sponsored Activity Off Campus	M			D
		School Related/Sponsored Activity Off Campus	M			D

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
28	Assault under Penal Code Section 22.01(a)(1) against someone other than a school district employee or volunteer-TEC §37.006(a)(2)(B)	On campus	M			
		Off Campus, within 300 ft	M			
		School Related/Sponsored Activity Off Campus	M			
29	Aggravated assault under Penal Code Section 22.02 against a school district employee or volunteer-TEC §37.007(d)	On campus		M		
		Off Campus, within 300 ft		M		
		School Related/Sponsored Activity Off Campus		M		
		Off Campus, no school related/sponsored activity		M		
		On school property, or at school related/sponsored activity, of another school district		M		
30	Aggravated assault under Penal Code Section 22.02 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)	On campus		M		
		Off Campus, within 300 ft				D
		School Related/Sponsored Activity Off Campus		M		
		On school property, or at school related/sponsored activity, of another school district				D
31	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against a school district employee or volunteer-TEC §37.007(d)	On campus		M		
		Off Campus, within 300 ft				D
		School Related/Sponsored Activity Off Campus		M		
32	Sexual assault under Penal Code Section 22.011 or aggravated sexual assault under 22.021 against someone other than a school district employee or volunteer-TEC §37.007(a)(2)(A)	On campus		M		
		Off Campus, within 300 ft				D
		School Related/Sponsored Activity Off Campus		M		
33	Possessed, purchased, used or accepted a cigarette or tobacco product as defined in the Health and Safety Code, Section 3.01, chapter 161.252	NA			D	

Disciplinary Action Reason Codes (C165)		Behavior Location Code (C190)	Disciplinary Action Codes (C164)			
Code and Translation		Behavior Location Code	Mandatory DAEP Placement	Mandatory Expulsion	Discretionary DAEP Placement	Discretionary Expulsion
34	School-related gang violence	NA			D	
35	False Alarm/False Report –TEC §§37.006(a)(1) and 37.007(b)	On campus	M			D
		Off Campus, within 300 ft	M			D
		School Related/Sponsored Activity Off Campus	M			D
		Off Campus, no school related/sponsored activity	M			D
		On school property, or at school related/sponsored activity, of another school district	M			D
36	Felony Controlled Substance Violation-TEC §37.007(a)(3)	On campus		M		
		School Related/Sponsored Activity Off Campus		M		
		On school property, or at school related/sponsored activity, of another school district				D
37	Felony alcohol violation-TEC §37.007(a)(3)	On campus		M		
		School Related/Sponsored Activity Off Campus		M		
		On school property, or at school related/sponsored activity, of another school district				D
41	Fighting/Mutual Combat-Excludes all offenses under Penal Code §22.01	NA			D	
42	Truancy (failure to attend school)- Parent contributing to truancy-TEC §25.093(a)	NA				
43	Truancy(failure to attend school)- Student with at least 3 unexcused absences-TEC §25.094	NA				
44	Truancy(failure to attend school)- Student with 10 unexcused absences-TEC §25.094	NA				
45	Truancy(failure to attend school)- Student failure to enroll in school-TEC §25.085	NA				
46	Aggravated Robbery-TEC §37.007(a)(2)(F), TEC §37.006(C)-(D) (HB 9680)	On campus		M		
		Off Campus, within 300 ft				D
		School Related/Sponsored Activity Off Campus		M		
		Off Campus, no school related/sponsored activity				D
		On school property, or at school related/sponsored activity, of another school district				D

\* Retaliation against school employee or volunteer coupled with an offense in TEC 37.007 (a) or (d).



Not allowed by TEC Chapter 37

Not specified by TEC Chapter 37. Action for these items must be authorized by the local Student Code of Conduct

# **ECONOMICALLY DISADVANTAGED**

# **ECONOMICALLY DISADVANTAGED/FREE AND REDUCED LUNCH**

## **Program Contact and Accountability**

Yolanda Banks, Director of Child Nutrition, [ybanks@iltexas.org](mailto:ybanks@iltexas.org)

Esther Galvan, Administrative Assistant, [egalvan@iltexas.org](mailto:egalvan@iltexas.org)

## **Definition**

International Leadership of Texas Charter School has agreed to participate in the National School Breakfast and Lunch Programs and accepts responsibility for providing free and reduced-price meals to eligible children in its schools under its jurisdiction.

The administrator is responsible for the identification of students who are approved by the Child Nutrition Department, based on Federal Income Guidelines, the assurance students are being served and the orderly maintenance of the supporting documentation.

## **Eligibility**

All students have access to Free and Reduced Meal applications. Approved application data will be provided by Nutri-Apps. Applications are reviewed by the Student Eligibility and Accountability (SEA). NSLP policies, rules and procedures are used to determine the student's eligibility. The federal and state requirements are detailed in the *Policy Statement* and the *Contact Person Training Manual*.

## **Auditing**

At the end of the six-week recording period, the Child Nutrition staff will verify reports within the Mosaic System for any coding errors. It is suggested that queries be run on a regular basis to check for reasonableness and accuracy.

Records must be kept on a current basis and routinely analyzed. The district may verify questionable applications at any time. SEA is required to verify a number of approved free and reduced-price meal applications. The administration will issue detailed instructions on the verification procedure at the proper time.

Please use the *National School Meals Program School Level Contact Person Reference Booklet* for forms and for detailed information on the following topics and for forms. For additional information on federal policies and procedures, visit [www.squaremeals.org](http://www.squaremeals.org).

## **Application Form**

All applications should be completed online at [www.iltexas.org](http://www.iltexas.org) and will be processed in a timely fashion. Parents will receive their statuses via email within 10 business days of processing. Approved applications will **NOT** be returned to schools.

*Applications made within International Leadership of Texas include all campuses within the district. If a family has children in more than one campus, each student may be included on a single application.*

## **Direct Certified Status**

The Direct Certified (DC) *status transfers* from one school district to another school district. Please call the Child Nutrition Department for further instructions. Students who have transferred from International Leadership of Texas to another district and then return to the district are considered DC.

## **Direct Certification**

Each year, all school districts receive a list of children from the state that are on the *Supplemental Nutrition Assistance Program (SNAP is formerly known as the Food Stamp Program)* and/or Temporary Aid to Needy Families (TANF) program. They *are* Direct Certification students, and are eligible for free meal benefits. If a student is on the DC list and other members of the household are not, the names of the other members of the household can now be added to the DC list. Benefits are extended within the first 30 operating days of the new school year.

## **Period of Enrollment**

Students who apply and are determined eligible for free or reduced lunches will remain eligible during the remainder of the school year. Students who withdraw from the district and elect to re-enroll during the same school year do not need to re-apply as their original application will remain in effect. Students must reapply every year, as previous year's statuses expire 30 days after the first day of school.

# **GIFTED AND TALENTED**



# GIFTED AND TALENTED

## Program Contact and Accountability

Dr. Laura Carrasco, Chief Academic Officer, [lcarrasco@iltexas.org](mailto:lcarrasco@iltexas.org)

Jamie Rose, Advanced Academics Coordinator, [jrose@iltexas.org](mailto:jrose@iltexas.org)

**Student assessment for advanced academic opportunities** is collaborative and ongoing throughout the school year and cumulative through schooling experience (across the grade levels). Via the RTI process, as tracked through the Student Success Team (SST), led by GT Lead, all data will be collected and stored in a Portfolio (digital or physical). Students with a large learning capacity will be identified as GT learners, for purposes of the state, by a committee of GT trained educators from the campus and district. The portfolio will consist of:

### Advanced Academics (Gifted and Talented) Potential Portfolio/SST Documentation

#### *Gifted Characteristics*

- o Teacher and parent survey/Referral Form
- o GT IEPs once determination is made
- o SST documentation

#### *Assessment Data*

- o Ability test (CogAT scores)

#### *Student Pieces (these pieces can be uploaded to Seesaw for digital “work” portfolios)*

- o Projects and performances
  - Pre-determined, grade level wide projects
  - Student selected pieces
  - Teacher selected pieces
  - Data (Reading Levels, Unit assessment data, MAP results, etc) that is open to be shared with parents

Transfer students seeking to be identified for needing GT services will need to submit identification data from previous school to campus GT committee for review. Additional information may be required.

ILTexas may or may not accept previous GT identification, as documented through PEIMS from their previous district.

Furlough of services, reassessment of needs, and the exiting students from receiving GT services will be reviewed by the SST committee on a case-by-case basis, as and if needed.

**Service Design/Curriculum & Instruction** is based on the academic needs of those students with the largest capacities to learn in the four core content areas. Additionally International Leadership of Texas serves the needs of students with leadership, athletic, linguistic (through trilingual enrichment model), and artistic capacities to excel above grade level peers. These identified students will have opportunities to work together as well as individually. These identified students will have opportunities to work together as well as individually. These opportunities for exploring a curriculum with advanced depth and complexity of content will be provided during school hours (i.e., enrichment time offerings, differentiated instruction, telescoping, curriculum modifications and accommodation, acceleration) and out of school as

well (i.e., competitions, clubs, extracurricular activities, etc). As part of our campus master schedule, each grade level will have a designated enrichment period whereby GT identified students (as well as others) will have an opportunity to be challenged on their level. Furthermore, part of the IL Texas GT service design is offering opportunities for acceleration as students qualify based on credit by exam qualification.

Moreover, additional opportunities are offered in Middle School and High School as follows:

- Pre AP and AP classes provide options, challenges, and appropriate depth and complexity of content.
- Juniors and Seniors in high school have access to Dual Credit classes on the university level.
- Leadership and Career assessment and training are provided in areas of strength (in collaboration with Kuder Galaxy, K-5, and Kuder Navigator 6-12).

This process will be reviewed annually on a campus and district level to determine how providing services to meet the needs of the most capable learners can be improved.

### **Acceleration**

#### *Content Acceleration*

Acceleration may be used as appropriate for students in grades K-12. Decisions to accelerate should be made by the SST committee, consisting of 3 trained administrators and/or teachers. Parents, the student, and others may also be included when applicable.

- Curriculum compacting
  - o Pre-assess at beginning of new academic area (MAP).
  - o Curriculum is “compacted”, taught at a faster pace with time to incorporate advanced content and skills via differentiated instruction (of TEKS RS Units) and or via enrichment period/time.
- Single-subject acceleration into advanced classroom
  - o Appropriate for a student who is advanced in a specific domain such as math.
  - o Use results from TTU Credit By Exam or MAP data (80-90% proficiency required).
  - o The student leaves the regular classroom to attend accelerated class in appropriate grade level (i.e., 1<sup>st</sup> grader receiving RLA instruction with 2<sup>nd</sup> grade teacher, 5<sup>th</sup> grade student taking 6<sup>th</sup> grade math, 7<sup>th</sup> grader taking Algebra I, 8<sup>th</sup> graders taking English I, Dual Credit and AP courses at the high school level, etc).

#### *Grade Level Acceleration K-5*

All students are eligible to be considered for grade level acceleration, if they meet all of the following criteria:

- score of 80% or higher on a district or state developed exam (CBE by Texas Tech) in **all** core areas: reading language arts, mathematics, science, and social studies *in English and Spanish for students participating in fully implemented 45%/45% DLI program while taking into account 10% Chinese language development.*

- recommendation from SST (with teacher input)
- student’s parent/guardian’s written approval

The SST (with teacher input) will determine timeframe of when qualifying students will be accelerated into advanced grade level.

*Course Acceleration 6-12*

Students are eligible to test for credit by exam through IL Texas. Course credit will be awarded for the following:

- score of 80% or higher on exam (CBE by Texas Tech) -or-
- score of 3 or higher on AP exam -or-
- score of 75 or higher on CLEP exam

The course will appear on the transcript as a P (Pass). Regardless of the exam, the grade will not be calculated into GPA.

***Exam Windows***

The CBE exams will be administered 4 times annually upon referral by SST.

Testing Windows:

- July 1-September 30
- October 1-December 31
- January 1-March 31
- April 1-June 30

Students may attempt exam up to two times per subject.

Parents are responsible for the CBE exam fees unless the referral is made by the SST committee based upon a recommendation by the student’s teacher who observes that the student’s academic needs are not being met in the current grade level.

**Link to purchase CBE testing:** <http://www.depts.ttu.edu/k12/programs/testing/institutional/>

**Professional Development** on the nature and needs of gifted students will be provided to all administrators, counselors, and instructors. Instructors are required to complete the 30-hour GT Foundations training through any regional ESC (via both online and face-to-face platforms) and complete an additional 6-hour update annually. Foundations 1 & 2 (face-to-face) will include an orientation of the district's identification process and service model. The GT Coordinator Jamie Rose will be involved with the planning and conducting of the face-to-face training.

\* Teachers who have attended the College Board five-day summer institute will be omitted from days 3 and 4.

As teachers receive their 30-hour GT training and/or 6-hour update certificates, they will need to submit their certificates of completion to the campus AP over GT, as well as upload the documents to Eduphoria. For any teacher, the above training is not a substitute for teachers having to take the state GT exam and adding the GT supplemental to their teaching certificate through TEA/SBEC, if desired (not required by ILTexas).

**Family and Community Involvement** will be encouraged. Information on GT services will be available on the website and will be shared at informational meetings. Family and community members will also have an opportunity to join TAGT parent association. Parents will be informed of the array of learning opportunities, and products and achievements will be shared with the community. Parents are included in the annual evaluation of GT services process.

### **Campus GT Leads**

GT Leads will meet quarterly with district Advanced Academics/GT Coordinator (Jamie Rose; [JRose@ILTexas.org](mailto:JRose@ILTexas.org)), who also has a GT consultant she works with (Maggie Swick). GT Leads will be charged with leading their campuses towards full implementation of the above components of our GT program. GT Leads will serve as Subject Matter Experts and will need to assist either in person or other communication with GT-SSTs or Pre-GT-SSTs to help guide the committee in making the most instructionally sound decisions/ interventions for our GT kids and GT-IEPs as needed.

GT Leads will also serve as the official campus CogAT Testing Proctors; however, each campus will also need to designate two IAs and the Media Specialist will be trained as well as an emergency back-up proctor or to assist with testing complications.

### **PEIMS Reporting**

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for accuracy.

The Gifted and Talented campus lead should provide appropriate data entry personnel or Advanced Academics Coordinator Jamie Rose with the names and coding information of students who are eligible, whose documentation is in order, and who are being served. **In no case should clerical personnel be responsible for determining a student's gifted and talented indicator code.** Gifted and Talented Leads are responsible for ensuring that clerical personnel or Jamie Rose are aware of changes in a student's services and effective dates of such changes. The designated personnel are then responsible for entering changes at the end of each six-week reporting period, the Gifted and Talented Lead shall notify the campus principal of any Gifted and Talented Report coding errors, with the principal having final signature verification.

### **Authority: State Law**

State law can be found in the Texas Education Code (TEC) Chapter 29: Educational Programs; Texas Administrative Code (TAC) Chapter 89: Adaptations for Special Populations, Subchapter A; Gifted/Talented Education; International Leadership of Texas Charter School (International Leadership of Texas CHARTER SCHOOL) Board Policy

### **GT Coding Within Student Information System (Skyward)**

The gifted and talented indicator code must reflect the student's identification for gifted and talented services for each six-week/nine-week reporting period.

- All students identified as Gifted and Talented and receiving Gifted and Talented services should be GT PEIMS coded including the student's GT program entry effective date.
- The gifted and talented indicator code is removed from the attendance accounting system by the clerical personnel, only when directed by the GT Campus Lead. The effective date of dismissal should be recorded.

## **Documentation**

In order to claim gifted and talented enrollment for funding, documentation must be complete, which includes the following:

- Student identification and assessment is complete according to International Leadership of Texas CHARTER SCHOOL policy;
- Student's G/T Program Services are complete according to International Leadership of Texas CHARTER SCHOOL policy:
  - Includes documentation of teacher's G/T training complete according to International Leadership of Texas CHARTER SCHOOL policy;
  - Includes documentation of student scheduled in mandated courses according to International Leadership of Texas CHARTER SCHOOL policy;
  - Includes implementation of G/T Curriculum Framework, Scholars and Knowledge according to International Leadership of Texas CHARTER SCHOOL policy.

Controls are in place to ensure that a student is included in only one campus gifted and talented count. If the student changes campuses during a six-week/nine-week reporting period or attends another campus to receive gifted and talented instruction, the student's participation in the program will only be counted once.

At the **beginning** of each school year, the principal's appointed Campus Gifted and Talented Lead shall review the clerical personnel input of initial coding within the Student Management System for accuracy. The principal of each campus has final compliance responsibility and must sign and verify the accuracy of campus coding for G/T students.

At the end of each six-week/nine-week reporting period, the Campus Gifted and Talented Coordinator shall review the clerical personnel input within the Student Management System for accuracy. The principal of each campus has final compliance responsibility and must sign and verify the accuracy of campus coding.

## **Gifted and Talented Definition**

Students who participate in services designed for Gifted and Talented Students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and reflect individuality and creativity.

## **State Definition of the Gifted and Talented Student**

TEC §29.121. DEFINITION: A 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.

*Added by Acts 1995, 74th Leg., ch. 260, § 1, eff. May 30, 1995.*

### **Local Definition of Gifted and Talented**

International Leadership of Texas ISD defines Gifted and Talented as any child or youth in grades K-12 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 general intellectual ability; or
- 2) Excels in one or more specific academic fields: math, science, language arts, and/or social studies

### **Goal of Gifted and Talented Services**

Students who participate in services designed for Gifted and Talented Students will demonstrate skills in self-directed learning, thinking, research, and communication as evidenced by the **development of innovative products and performances** that are advanced in relation to students of similar age, experience, or environment and that reflect individuality and creativity.

### **Goals for K-12 Gifted and Talented Services**

#### **1. IDENTIFICATION**

Identify students in grades K-12 who demonstrated an academic need for Gifted and Talented services using the criteria established by the district, approved by the board, and in compliance with the state mandates.

#### **2. SELF-DIRECTED LEARNERS**

Develop the students' capacities to become self-directed and to be confident in their ability to research and process information and to create and communicate their findings as they produce and present advanced-level products or performances as well as products and performances of professional quality at the high school exit level.

#### **3. COMPLEX THINKING SKILLS**

Enhance and refine the abstract and complex thinking and reasoning of these students through more sophisticated creative and critical thinking activities as they reflect and refine their own thinking processes.

#### **4. APPROPRIATE INSTRUCTIONAL STRATEGIES**

Provide students with multiple opportunities to participate in learning experiences using advanced content (within the four core areas) which are defensibly differentiated in depth, complexity and range through modification to content and/or process and/or product. Students will be able to work independently, with groups of other gifted students, and with groups of non-gifted peers.

# **IMMIGRANT AND MIGRANT EDUCATION**

# **IMMIGRANT AND MIGRANT EDUCATION PROGRAM**

## **Program Contact and Accountability**

Veronica Csorvasi, Director of EL K-12, [VCsorvasi@ILTexas.org](mailto:VCsorvasi@ILTexas.org)

Krystal Lovato, Executive Director of Federal Programs, [klovato@iltexas.org](mailto:klovato@iltexas.org)

## **Responsibility**

The principal designates appropriate campus personnel responsible for identifying students who are eligible for the Migrant Education Program, ensuring that supporting documentation is in order for students. The corresponding data entry position is responsible for determining that the appropriate information is entered into the Student Management System.

It is the responsibility of each Campus Data Clerk to report the entry and withdrawal of all students to the District Migrant point person to insure that migrant students are appropriately coded and reported.

The Campus Immigrant Administrator should work collaboratively with the PEIMS Data Clerk contact (if different) in providing attendance personnel with names and demographic information of students who are eligible, whose documentation is in order, and who are being served. The Campus Immigrant Administrator is also responsible for ensuring that attendance personnel are aware of changes in student services and effective dates of such changes. The attendance personnel are then responsible for entering changes in the detailed student attendance accounting system (manual or automated). At the end of each six-week reporting period, the Campus Immigrant Administrator should verify the Student Detail Report for any demographic errors.

Principals shall ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports and student folder documentation for reasonableness and accuracy.

## **Definition**

The Federal Title I, Part C Migrant Education Program (MEP) was created in 1966 as part of a national effort to address the special educational needs of farm worker children who move with their families to harvest the fruits and vegetables that help feed our nation. The Migrant Education Program ensures that all migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements or state academic content and student academic achievement standards. The Texas MEP's goal is to provide all migrant children with the opportunity to reach challenging academic standards and graduate with a high school diploma (or complete a GED) in order to prepare them for responsible citizenship, further learning and productive employment.



The term migratory child means a child, ages 3-21, who is, or whose parent or spouse is, a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who in the preceding 36 months, in order to seek or obtain, or accompany such parent or spouse who seeks or obtains, temporary or seasonal employment in agriculture or fishing work and who:

- has moved from one school LEA to another
- in a state that is comprised of a single LEA, has moved from one administrative area to another within such district,
- resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity.

### **Data Components**

Data components for the SIS Migrant Panel are as follows:

- Migrant Status
- NGS Number
- Qualifying Arrival Date
- End of Eligibility

Migrant student data is entered and maintained by the data specialist of the Migrant Education Program. Using SIS, schools may periodically query the roster of eligible migrant students.

### **Documentation Required to Support Data**

A valid Certificate of Eligibility (COE) must be on file with the Migrant Education Program (MEP) for a student to be coded on SIS as a migrant student and to be considered eligible for service.

### **Enrollment Procedure**

The student enrolls in the district, and the parent completes a Home Language Survey. If a country other than the United States of America (USA) and any of its territories is indicated as the place of birth on the survey, and he/she has attended a USA school for three years or less, then that student can be identified as an immigrant student. The student's date of entry into USA schools must be filled out by the parents on the Home Language Survey. Students in grades 9-12 may complete the Home Language Survey. The Home Language Survey is completed only upon initial entry, and only if there is no evidence of prior completion of a Home Language Survey from a previous district in Texas.

Data Component: Enter Country of Origin data on the Personal panel, and Date First Entered US School data entry field on the Immigrant Panel/ Student and Immigrant Info.

Required Documentation: Home Language Survey in LEP/ELL folder and Enrollment Card

### **Eligibility for Immigrant Funding**

A student must meet the following requirements in order to be eligible for state immigrant (Title III) funding. Student date of initial entry into USA schools and grade level is reviewed by the Immigrant Data Entry Contact upon the student's enrollment to determine eligibility.

Students entering grades **PK, K or 1**, and who are born outside of the USA, must automatically be given immigrant status if they meet the criteria above, unless a first grade student has been retained.

**Data Component:** Report Card information, Student and Immigrant Information Panel, LEP/EL folder

**Required Documentation:** Documents provided by parents at initial enrollment

### **Definition of an Immigrant Student**

An immigrant student is defined as one who:

- Is ages 3-21 years of age AND
- Was born outside of the United States or any of its territories AND
- Has not attended a USA school in the past three complete PEIMS years (years are cumulative and not necessarily consecutive)

Note: Grades PK, K, and 1 students born outside of the USA must automatically be given immigrant status, unless a Grade 1 student has been retained.

The criteria may include:

- Only students who are not US citizens
- Lawful permanent resident aliens
- Refugees
- Parolees
- Persons of other immigrant status
- Undocumented residents

The criteria should exclude:

- US citizens' children who were born abroad
- A student who is a citizen of the USA or born in the USA

Immigrant students who meet eligibility will be coded with a "Yes" indicator in the IMMIGRANT Status Indicator grid

on the Immigrant PEIMS Coding panel, which is determined **automatically** by the original calculation based on Date Entered USA School. The only entry in this panel will be the date in the appropriate box. The system will calculate the years of eligibility once this process is completed.

Data Component: The Country of Origin, Date First Entered USA School and Complete Years in USA codes on Student and Immigrant Information Panel will automatically calculate years of eligibility shown as a grid report on the Immigrant PEIMS Coding Panel.

Required Documentation: Home Language Survey

The number of complete years the student has attended a school in the USA is calculated in relation to the PEIMS Snapshot Date. The allowable three years of eligibility are determined by counting the total number of school years in which the student was enrolled (for any amount of time). Years are calculated beginning with the student's initial year in a USA school and are cumulatively calculated, regardless of gaps in enrollment during any of those years.

**Ineligibility for State PEIMS Funding**

An immigrant student becomes ineligible for immigrant funding after three PEIMS years of immigrant eligibility and will appear as a “No” in the Immigrant Status grid for not eligible.

**Required Documentation**

In order to claim Immigrant "PEIMS Eligible" years for funding, documentation must be complete. All documentation supporting student eligibility must be in the student’s Limited English Proficient (LEP/EL) folder (and/or in the LPAC Documentation binder when applicable) for every student accumulating eligible immigrant years on the Immigrant PEIMS Coding Panel. The documentation requirements are: the Home Language Survey and the birth certificate or other identifying documents.

The Home Language Survey shall be administered in English and Spanish for students of other language groups, the Home Language Survey shall be translated into the home language whenever possible. The Home Language Survey shall contain the following information in accordance with the No Child Left Behind Act PL 107-110, 2001.

- Place of birth, city and country
- Date of initial entry into US schools
- Number of complete academic years in a US school

Written documentation of the information above must be noted on the Home Language Survey. This record must include the parent's signature and should contain a "date completed by parent" or "date received by district".

Data Component: The Country of Origin, Immigrant Indicator Code, Date First Entered USA School and Complete Years in US codes on the birth city and birth state from the Student Demographic Panel.

Required Documentation: Home Language Survey, birth certificate or other admissible document (INS card, passport).

## **Quality Control**

NOTE: TEA uses the Immigrant Indicator and complete years in USA School for Title III Immigrant funding.

A student should have an Immigrant Indicator code recorded in the Immigrant Status Indicator grid of the Immigrant PEIMS Coding Panel as soon as ALL eligibility requirements have been met. All documentation must be on file to back up the Immigrant Status Indicator code.

As soon as a student completes three academic years in a USA school, the student should no longer have an Immigrant Indicator code.

At the beginning of each year (before the PEIMS Snapshot date), the appropriate staff should verify the status of each immigrant student to ensure that coding is correct.

Students who are counted for funding as Immigrants must have all documentation on file.

## **TEA Funding or Compliance Audits**

- Deleting important data on Immigrant Info Panel or Immigrant PEIMS Coding Panel (i.e. country of origin and date entered US schools) in order to be error- free on PEIMS without checking to verify information first on the Home Language survey and/or birth records
- Missing LEP/EL folder available or empty folder LEP/EL or LEP/EL folder with outdated information
- Placing too many Home Language Surveys in the LEP/EL folder
- Failing to match documentation on LEP/EL folder or Home Language Survey with
- Immigrant Information Panel or Immigrant PEIMS Coding Panel
- Missing Country of Origin or coded as N/A on the Personal Panel
- Entering Country of Origin as US or any of its territories on the Personal Panel
- Missing date entered USA school on the Immigrant PEIMS Panel

# **LEAVERS AND GRADUATES**

## **LEAVERS**

### **Program Contact and Accountability**

Principal on campus will be the person of Program Contact and Accountability

### **School Requirements**

Schools must document the withdrawal of students in grades 07-12 and maintain on file the appropriate paperwork associated with student withdrawals. Documentation is required to support all leaver and mover reason codes. All documents are uploaded in Skyward.

Student withdrawals from ILTexas are coded automatically into Skyward as a “98” until required documentation is obtained to change to the appropriate leaver code.

Leavers are students who leave Texas public education. Leavers include:

- ✓ Graduates,
- ✓ Students who died,
- ✓ All dropouts,
- ✓ Students who fail to re-enroll in the fall (no-shows),
- ✓ Students who enroll in private school,
- ✓ Students who enroll in an out-of-state school,
- ✓ Students who leave for homeschooling,
- ✓ Students who return to their home country
- ✓ Students withdrawn by the school district
- ✓ Students who are expelled
- ✓ Other school leavers identified during the previous school year.
- ✓ Student leavers in special education and other special, ungraded, or state-approved alternative programs are included.

Movers are students who move to another Texas public school, including state charter schools and other International Leadership of Texas CHARTER SCHOOL schools. Movers include:

- ✓ Students enrolled in another Texas public school district

- ✓ Students who earn a GED certificate at a Texas examination site by August 31, or
- ✓ Students who are accounted for by other state reconciliation processes.

Schools must enter appropriate leaver reason codes into the Student Management System that most accurately describes the student’s whereabouts during the school-start window. The school-start window extends from the first instructional day of school through the last Friday in September. Detailed leaver code information is available in TEA’s Appendix D, Summary of Leaver Reason and Required Documentation, but is summarized below.

## **Documentation Requirements by LEAVER-REASON-CODE**

In addition to general documentation requirements, requirements specific to leaver reason codes also apply. Following are the specific documentation requirements by leaver reason code. They are grouped into four major categories: graduated or received an out-of-state GED, moved to other educational setting, withdrawn by school district, and other reasons. School leavers with this LEAVER-REASON-CODE are counted as dropouts for state accountability purposes: code 98. School leavers with this LEAVER-REASON-CODE are counted as dropouts for federal accountability purposes: codes 88, 89, 98. These designations are provided for information purposes only. They are not the final or comprehensive description of the definitions used for dropout and completion processing. For more information please see the *Secondary School Completion and Dropouts in Texas Public Schools*.

16	Returned to Home Country	Signed letter from parent or form signed by administration
24	College, to pursue a degree	Enrollment verification from college required prior to Fall PEIMS report, immediately following enrollment in college
60	Homeschooling	Form signed by parent
66	Removed - CPS	Signature of CPS officer/ letter from school personnel
78	Expelled for offenses under TEC 37.007, Cannot return	Due process documentation supporting the expulsion signed admin

81	Enrolled in TX private school	Parent signature or school requested records forms
82	Enrolled in school outside of TX	Parent signature or school requested records forms
83	Not a resident at time of enrollment; Falsified enrollment; No proof of identification; No immunization records (formally Administrative Withdrawal)	Form signed by administration
85	Graduated outside of TX before entering a TX school- Entered a TX public school- Left again	Transcript showing sufficient credits, date, and school official signature, and a diploma with a graduation seal.
86	GED outside of TX	Copy of the GED certificate or some other written document provided by the testing company showing completion of the GED.
87	Enrolled in University High School Diploma Program	The district must receive a records or transcript request from the HS diploma program
88	Court ordered GED program, has not earned a GED	Court paperwork from the preceding
89	Incarcerated in state jail or federal penitentiary AS AN ADULT	Documentation from the State of Texas
90	Graduated from another state under provisions of the Interstate Compact on Education Opportunity for Military Children	Transcript showing sufficient credits, date, and school official signature, and a graduation seal.
98	Other	Unknown. Left without withdrawing from school. Cannot be located in TSDS.
99	Other	Moved out of District

\* PEIMS leaver codes. School leavers coded with this LEAVER-REASON-CODE are not included in the calculation of the dropout rate used for accountability purposes.



## **Graduates**

Schools must enter appropriate leaver codes in their Student Management System for all students who have met all high school graduation requirements at any time during the prior school year, including the summer following the close of the prior year. To graduate, students must satisfy the requirements under 19 TAC, Section 74, Subchapter B. Special education students must satisfy requirements under 19 TAC, Section 89.1070. For GRADUATION-TYPE-CODE, report the code that represents the program with the most stringent requirements that was completed by the student. References to the various Texas State Graduation Requirements are found on the TEA website at <http://www.tea.state.tx.us/curriculum/ugr.html>.

CAMPUS- ID is the campus where the student was enrolled at the time of graduation.

Students who have previously completed all graduation requirements in one school year, but do not pass the exit-level STAAR until the next year, are reported as graduates in the year in which the STAAR test was passed.

Students reported with a LEAVER-REASON-CODE of 01 must also have valid entries for DATE-OF-GRADUATION, and GRADUATION-TYPE-CODE.

Students who complete a GED program are not reported as graduates.

### **Students who leave during the school year**

Students who leave during the school year should have documentation at the time of withdrawal and uploaded in Skyward. Documentation of intent to enroll in a college, a private school, an out-of-state school, another International Leadership of Texas CHARTER SCHOOL school, or a Texas public school must be obtained within 10 days of the last day the student attended school. Attempts should be made to obtain verification of enrollment at the new school.

### **Students who fail to return in the fall**

For students who fail to return the following fall, the school should use the leaver reason code that most appropriately describes the student's whereabouts during the school-start window (from the first instructional day of school through the last Friday in September).

### **Leaver folders and documentation**

Schools are required to maintain leaver documentation and folders for all students in grades 7-12, who withdraw from the school. These folders are subject to audit and are to be available for administrative review. The contents of the folders must be sufficient to support the leaver code assigned to the student. Detailed documentation guidelines are available in TEA's Appendix D, Summary of Leaver Reason and Required Documentation, but are summarized below.

The registrar should be able to produce a copy of the student's transcript, showing sufficient credits, successful

completion of STAAR (including testing dates), graduation seal, school official’s signature, and date of completion.

The campus PEIMS contact person for leavers and dropouts is responsible for maintaining a leaver folder for all students, other than graduates, who withdraw from the school. Merits of leaver documentation are assessed at the time the documentation is requested or received during a data inquiry investigation. Determination of the acceptability of documentation is made by the professional staff conducting the investigation. The professional staff member should sign and date the documentation to indicate the documentation acceptability.

Once a school meets the documentation standard that supports the leaver reason code used, the school is not required to obtain additional information on the student; however, if the school receives additional information that accurately substantiates the student’s current status, the documentation should be filed and the coding adjusted. Documentation can be obtained at any time until the PEIMS Submission 1 re-submission date in early January. Hence, the determination of a document’s acceptability, indicated by the professional staff member’s signature and date, should be dated prior to the PEIMS Submission 1 re-submission date.

Coding may not be changed after the final PEIMS Submission 1st re-submission date, nor may data be corrected through the appeals process. If the school makes a mistake in coding, the school owns it.

## **Dropouts**

TEA is required by the Texas Legislature to use the standards of the National Center for Educational Statistics, NCES. These standards require that a student enroll and attend school during the school start window (from the first instructional day through the last Friday in September) in order to avoid being counted as a leaver and possible dropout. The importance of the school start window is demonstrated by the following examples.

- ✓ If a student does not return during the school start window or is not reported with a leaver code indicating a continuance in school, he may be counted as a dropout. Exception: Migrant students reported through International Leadership of Texas CHARTER SCHOOL Migrant Department may return prior to resubmission in early January, if tracked through the federal tracking system.
- ✓ Even if a student returns after the school start window and graduates the same year, he will be counted as a dropout.
- ✓ If a prior year’s senior does not graduate during his/her senior year, he/she must enroll during the next year’s school start window, or be counted as a dropout.

## **Campus of Accountability**

Leavers are assigned to the campuses that they were attending when they left the Texas public school system. Students referred to a Disciplinary Alternative Education Program (DAEP) or a Juvenile Justice Alternative Education Program (JJAEP) are assigned to a “campus of accountability” based on the campus that referred the student to DAEP or JJAEP. If

the student is promoted beyond the terminal grade level of the referring school while attending DAEP or JJAEP, for dropout purposes the student will be attributed to the zoned campus of his/her grade level.

It is important that a campus review the Campus of Accountability roster to determine if there are students listed on the roster who should not be attributed to the campus. If not corrected, the campus will become the campus of accountability for these students.

**District Requirements**

TEA requires International Leadership of Texas CHARTER SCHOOL to submit leaver records, referred to as “203 records”, for students served by the district in grades 7-12 during the prior school year and those students in grades 7- 12 who do not enroll in the district during the school-start window of the current year (from the first day of school through the last Friday in September). A record is not required for grades 7-12 students who were enrolled during the prior year and are enrolled in the school-start

window of the current year. International Leadership of Texas CHARTER SCHOOL is not required to report leavers and movers who were in grades K - 6 during the prior school year.

The chart below indicates the coding required for various prior year and current year student enrollment statuses for grades 7-12.

Enrolled at some point in prior school year	Enrolled in current year within the school-start window	Enrolled on the current year fall as- of date	Enrolled in current year	As-of Status Code	Required reporting
Yes	No	No	No	A	100, 101, 203,* (grades 7-12)
Yes / No	Yes	Yes	Yes	B	100, 101, 110
Yes / No	Yes	No	Yes	C	100, 101
Yes	No	Yes	Yes	D	100,101, 110, 203* (grades 7-12)
Yes	No	No	Yes	E	100, 101, 203* (grades 7-12)
No	No	Yes	Yes	F	100, 101, 110
No	No	No	Yes	G	100, 101

\*If the student is a mover, a 203 record is not submitted.

As-Of-Status-Code, when used for PEIMS Submission I, indicates a student’s school-start window status and fall as-of date enrollment status for the current year.

As-Of-Status-Codes A, D, and E indicate that the student was enrolled last year but not within the school- start window this year; therefore, a school leaver record is required if the student was in grades 7-12 during the prior year.

As-Of-Status-Codes B, D, and F will be used by TEA to determine the fall as-of date enrollment for each district.

As-Of-Status-Code C is used to notify TEA that a student has been in the district within the school-start window during the current year, but not on the fall as-of date, so a 203 record is not submitted. Students coded with a C may or may not have been enrolled in the district during the prior year. Districts are required to report students who were not prior year students and were not enrolled on the current year fall as-of date. Students coded with a C will not be counted as enrolled students when TEA publishes enrollment counts by district.

### **TEA Funding or Compliance Audits**

The following are some of the problems that are seen during audits:

- Leaver code discrepancies caused by not following Appendix D guidelines
- No administrative signature and/or date of review on documentation
- No documentation to support out-of-state GED codes
- No verification of home school enrollment (parental statement)

Note: If homeschool documentation indicates a name of school or business as the homeschool source, the leaver code should be “81” (Texas private school). If the location of the school or business is outside the state of Texas, the leaver code should be “82” (out of state school).

- Enrollment in or out of Texas with no school or district specified
- No verification of students returning to home country
- No Dropout Recovery Form for students withdrawing with leaver code “98”
- Requests for transcripts/records must be maintained so that the proper PEIMS Leaver Code can be assigned to students who do not show up at the assigned school. These students may have enrolled at a different campus, another Texas district, or in another state
- A procedure must be established to verify the enrollment of students in area private/parochial/open enrollment

charter schools since these schools typically do not request records if the student has a copy of the latest report card. A letter in the spring requesting parents to notify the school if students will be attending a non- public school in the fall might be a part of this procedure. Document phone calls to schools requesting verification of the enrollment of former students.

- Leaver records must be kept on campus and available for administrative review and audit purposes for at least five years.
- An appropriate graduate leaver code missing from Status Field in Leaver Code

## **PREGNANCY RELATED SERVICES (PRS)**

# PREGNANCY RELATED SERVICES

## Program Contact and Accountability

Angela Marcellus, Director of Curriculum and Instruction ..... Ext. 1025

## Responsibility

Staff	Responsibility
Community Services PRS Nurse Consultant	Assigns and monitors Compensatory Education Home Instruction (CEHI) Teachers. Collaborates with the Principal and staff of Community Services School, Manager and staff of Health and Medical Services, physicians, and Federal and State Compliance staff regarding PRS services requirements as mandated by TEA and PIEMS coding as mandated by Federal and State Compliance. Provides program information to students, parents, and/or educators as requested. Trains and supports the School Nurse/campus-based PRS case manager and/or campus contact person with information and resources that will assist them to ensure pregnant students adjust and remain in school during pregnancy and postpartum periods. Monitors campus-entered PRS data monthly. Provides follow-up and support for students after delivery and during transition back to campus.
School Nurse	Serves as campus-based PRS case manager. Conducts and documents findings from health assessments on the pregnant student and maintains organized and secure PRS folders. Includes CEHI teacher logs, physician's confirmation of pregnancy, and the Data Entry Form in the PRS folders. Communicates with the campus staff, CEHI teachers, and home and medical communities to assist the pregnant student to adjust and remain in school during pregnancy and postpartum periods. Maintains a close relationship with PRS staff and obtains signature of principal on the completed documentation required for PRS by TEA. Responsible for completing and entering auditable data utilizing PRS spread sheets and CEHI logs, and coding PRS PEIMS.
PRS Child Care Coordinator/Social Worker	Provides assistance to students for identification and location of quality childcare services. Assists with timely completion of required documentation for federally funded childcare programs in order to prevent interruption of services which could impact school attendance.
Student Caseworkers	Intervenes upon request of school staff in order to address measures necessary to prevent drop out.
School Data Clerk	Maintains accurate records for PEIMS attendance reporting for PRS students including PRS and CEHI entry date, exit date, and assures that data is current and available for audit.
Life Skills Program for Student Parents Coordinator (As designated by School principals).	Collaborates with campus Nurse/PRS case manager in providing services to pregnant/parenting students. Maintains separate file for identified Life Skills program participants.
Federal and State Senior Compliance Analysts	Ensures adherence to federal and state guidelines in the PRS program, serves as liaison between federal and state agencies and the PRS staff, keeps PRS staff informed of any updates and/or changes within the guidelines, provides monitoring and conducts reviews of the PRS program, and provides staff with PEIMS and local reports.

Staff	Responsibility
School Principal	Ensures that a description of the PRS program is included in the campus improvement plan, school staff complies with the guidelines of the PRS program, provides support to PRS staff that provide home instruction, appoints campus personnel to serve as primary contact for the PRS program, and ensures that reports from the Texas Education Agency (TEA) reflect actual Public Education Information Management Systems (PEIMS) data, as compared to locally produced reports for reasonableness and accuracy.
Classroom Teachers	Refer pregnant students to school nurse <ul style="list-style-type: none"> <li>• For entry into program</li> <li>• For excessive absences</li> </ul> Maintains a close working relationship with the School Nurse and other school staff. Communicates with Grad Lab staff regarding pregnant students' participation in supplemental online tutoring and courses. Consults regularly with CEHI Teachers in person or by email. Provides information, assignments, or other requirements to CEHI Teachers in a timely manner for students receiving home instruction.
Compensatory Education Home Instruction (CEHI) Teachers	Provide Compensatory Education Home Instruction to assigned students, including online instruction using district resources for curriculum, software, and hardware, maintain logs of students served, report weekly attendance, collaborate with school staff and home to ensure coordination of services, provide attendance personnel with names and coding information of students who are being served in the PRS program, be responsible for ensuring that attendance personnel are aware of changes related to student's services and effective dates of such changes, and assist with maintaining documentation for audit. Provide the Community Services PRS Nurse Consultant with original exit log within five days after CEHI is completed
School Attendance Clerk	Responsible for entering changes in the detailed student attendance accounting system (manual or automated)
PRS Secretary	Maintains database and updates of all students served; provides Community Services PRS Nurse Consultant with weekly updates of students served per teacher; and updated appropriate forms. Notifies each CEHI Teacher when student assignments are made (pager, cell, phone, e-mail) Gathers data for annual reports and other documents to upon request.

**Data Component**

**Pregnancy Related Services (PRS)** are Support Services including Compensatory Education Home Instruction (CEHI) the pregnant student receives to help her adjust academically, mentally and physically stay in school. These services are delivered to the student when:

- the student is pregnant and attending classes on a district/charter school campus;
- the pregnancy prenatal period prevents the student from attending classes on a district campus; and
- the pregnancy postpartum period prevents the student from attending classes on a district campus.

The district may choose to offer both Support Services components and the CEHI component or only the CEHI component in a PRS Program. However, a district may not code any student as PRS in the attendance accounting system unless CEHI is included as one of the services provided by the district's PRS program.

The district receives 2.41 PRS weighted funding while PRS components are being provided to the student during the prenatal and/or postpartum periods.



Documentation by responsible campus officials and medical or nurse practitioners and maintaining certified teacher logs are required to claim PRS eligible days present for funding. (Section 7)

**Compensatory Education Home Instruction (CEHI)** is the mandatory support service component districts offer in a PRS program. CEHI provides academic services to the student at home or hospital when a valid medical necessity for confinement during the pregnancy, prenatal, or postpartum periods that prevents the student from attending classes on a district campus. CEHI must consist of face-to-face contact with a certified teacher of the district providing academic services to the student. Substitutes can be utilized to provide CEHI; however, the individual selected as the substitute must be a certified teacher. The certified teacher maintains a log to document the actual amount of prenatal and postpartum PRS CEHI each student receives. When students are provided CEHI, the district will continue to receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served at home). Students who do not come to school and who do not receive CEHI and/or SPED Homebound must be counted absent in accordance with the Charts provided in this chapter.

Districts may not code students as PRS in the attendance accounting system in order to receive 2.41 PRS weighted funding unless CEHI is included as one of the services provided by the district's PRS Program. (for exceptions, see 9-19.12, Example 12 and 9.19.13 Example 13)

**Support Services** are the optional components of a PRS program that may be provided to the student during the prenatal period of the pregnancy while the student is pregnant and attending school. In addition, Support Services may be provided during the prenatal or postpartum periods of pregnancy while the student is confined at home or hospital bedside for a valid medical necessity or recovering from delivery and being served with PRS CEHI. In all cases, Support Services are provided to support the student and should not interfere with the academic services while she is on the school campus or receiving CEHI at home or hospital bedside. Districts offering support services with CEHI may code students as PRS in the attendance accounting system in order to receive the

2.41 PRS weighted funding beginning on the date support services are provided to pregnant students. Examples of Support Services that a district may choose to offer are:

1. Counseling services including the initial session when the student discloses the pregnancy;
2. Health services including services from the school nurse and certified athletic trainer;
3. Transportation for the student and/or the student's children to school, child care facility, community services, health services, etc;
4. Instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training;
5. Child care for the student's child(ren);

6. Schedule modifications (See 9.18 Quality control); and
7. Case management and service coordination (assistance in obtaining services from government agencies and community service organizations).

### **Prenatal CEHI**

- Regular education students without a need for special education or related services cannot be referred to special education for instructional services on the basis of being pregnant. Regular education students who must be confined to the home or hospital bedside for pregnancy related issues are to be provided CEHI and other PRS components through the PRS Program.
- Students who are eligible for and receiving special education and related services and who are pregnant must be served collaboratively through both special education and the PRS programs. Special education eligibility and services do not change solely due to the student becoming pregnant including the need to hold ARD meetings attended by both PRS and special education staff to address the collaborative service. (See 4-14)
- On Campus PRS Services: A student that is pregnant may be served with PRS Support Service while she is pregnant and attending classes. Districts that serve prenatal students on campus with PRS Support Services receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being served on campus). (See introduction)

### **Prenatal Confinement**

- A student that is pregnant can be served at home or the hospital bedside when the pregnancy prenatal period prevents the student from attending classes. Districts that serve students during a prenatal confinement with PRS CEHI receive the 2.41 PRS weighted funding (i.e., student should continue to be coded in the attendance accounting system as receiving PRS while being at home).
- In all instances, the CEHI component of the PRS Program must be provided to the student during the prenatal confinement to receive the funding. (see Introduction)
- Providing the PRS support services during prenatal confinement is optional but may be necessary for the mental or physical health of the student to ensure that the student does not drop out of school.
- Documentation for each event of prenatal confinement must be obtained from a medical or nurse practitioner licensed to practice in the United States to document that a *medical necessity for confinement* has been determined to exist.

A medical release from a medical or nurse practitioner licensed to practice in the United States must be obtained to allow a prenatal student confined to the home or hospital bedside to return to campus **for any reason**.

1. There is no limit to the length of each event or the number of events a student can be provided when CEHI services are necessary during the pregnancy prenatal period. The length and number of times the student is placed on prenatal confinement CEHI services is dependent on the medical or nurse practitioner’s documentation for confinement and release.
2. Students who do not come to school and who do not receive CEHI (and or /SPED Homebound if SPED) must be counted absent in accordance with the Charts provided in this chapter.

**Postpartum Confinement**

A student who delivered a live, aborted, or stillborn baby; suffered a miscarriage or death of a newborn; or placed her baby up for adoption can be served, beginning on the day of or day after delivery, for up to 6 consecutive weeks (weeks 1–6) at home or the hospital bedside with **6-week postpartum confinement or break-in-service postpartum confinement** services when the pregnancy postpartum period prevents the student from attending classes. Postpartum confinement can be extended for 4 weeks (weeks 7–10). However, under no circumstances will a student remain eligible for PRS postpartum confinement beginning on the first day of the eleventh week from the beginning date for the district (day of delivery or the day after delivery [see **Beginning and Ending Postpartum Confinement**]).

A responsible campus official must record, at the district, the date a student's pregnancy ended (e.g., the date of delivery).

Note that a student in the postpartum period of pregnancy is no longer eligible for the additional 2.41 weighted allotment under the PRS program when she returns to her regular service at a school or campus (exception: break-in-service postpartum confinement option)

**Beginning and Ending Postpartum Confinement**

The beginning date for services is the day after delivery and the district must:

1. Consistently use the day after delivery for all students throughout the school year; and
2. Not alternate between the beginning date options.

**Six-Week Postpartum Confinement** is six consecutive weeks in length, beginning on the district beginning date (day of or day after delivery) and ending on the last day of week 6 from the beginning date for the district.

**Extended Postpartum Confinement** is four consecutive weeks in length, beginning on the first day of week seven and ending on the last day of week 10 from the beginning date for the district (day of or day after delivery).

### **Break-in-Service Confinement**

A student may divide the 10 weeks of PRS postpartum confinement into two periods in instances in which the infant remains hospitalized after delivery. This option is known as break-in-service confinement. It allows the student to use the first period of the postpartum confinement to recover from delivery (student recovery period). After the student is recovered, the student returns to school and saves the remainder of her eligible postpartum confinement time. When the baby is released from the hospital, the student goes back on postpartum confinement (baby recovery period) using the second period of postpartum confinement to care for her baby.

The maximum postpartum confinement (student recovery and baby recovery periods) must not exceed 10 weeks. All provisions for postpartum confinement and extended postpartum confinement must be met when using the break-in-service postpartum confinement option

### **Enrollment Procedures**

Any school age female may be enrolled in the PRS Program if they are eligible for Average Daily Attendance (ADA) and in the prenatal or postpartum periods of pregnancy. (see 9.7 Regular Education, special Education and PRS)

- The student's eligibility to receive PRS is verified by either:
  - A responsible campus official;
  - A medical or nurse practitioner or nurse midwife licensed to practice in the United States.

The date the student begins receiving PRS services is considered the entrance date (enrollment) into the PRS program.

### **Withdrawal Procedures**

A student is no longer eligible and must be withdrawn from the PRS program on either of the following, whichever comes first:

- The date PRS stopped and the student no longer receives services through the PRS program;
- The date during the postpartum period when the student returns early after delivery to attend her regular classes on a school campus;
- The date during the pregnancy postpartum period when no postpartum extension of services was authorized by a medical practitioner and the student reached the first day of the seventh week after delivery;

- The date during the pregnancy postpartum period when a postpartum extension was authorized by a medical practitioner and the student reaches the first day of the eleventh week after delivery;
- The date it is determined that the student was never pregnant. In this case, all coding for this student must be removed from the system even if the district provided the student with any support services through PRS.

**Eligibility and Attendance**

Any school age **female** student who is in the prenatal or postpartum period of pregnancy is eligible for **services** under the PRS Program. This includes students who are pregnant and/or deliver a live, aborted, or stillborn baby, suffer a miscarriage, or place the baby up for adoption.

Eligibility for PRS ends for the student in the postpartum period of pregnancy upon the student’s return to her regular service or a school campus or the first day of the eleventh week.

When a student in the pregnancy prenatal period is attending regular classes and receiving PRS Support Services, the student is PRS eligible and will generate the additional 2.41 PRS funding allotment.

When a student confined to the home in the prenatal or postpartum periods of pregnancy is receiving PRS CEHI (a required service of the PRS program), the student will remain eligible and continue to generate the additional 2.41 PRS funding allotment.

After a student has delivered and immediately before beginning CEHI a student is to be counted absent until the CEHI services begin with a certified teacher.

During the prenatal and/or postpartum periods of pregnancy attendance is taken on a weekly basis; Monday through Friday. A student is to be marked ***absent for the entire week*** if CEHI is not provided for a minimum of two hours in a week time-frame (or if the student does not come to school).

A student is to be counted present for:

- 2 days for 2 hours of instruction,
- 3 days for 3 hours of instruction,
- 4 or 5 days (entire week) for 4 hours of instruction.

## Documentation

In order to claim PRS eligible days present for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating eligible PRS days present in the Student Detail Report. The documentation requirements are as follows.

- PRS and District and Campus Improvement Plans

Description of the PRS program and the services offered under the program in the district and campus improvement plan. District and Campus Improvement Plans must:

1. Include a description of the district's PRS program
  2. Describe the specific services available to the student; and
  3. Summarize the use of the compensatory education allotment for PRS in the strategies when the PRS Program is utilized to serve prenatal and postpartum students.
- Intake documentation recording date of initial contact with student regarding pregnancy.
  - Affirmation (by a responsible campus official, a medical practitioner or nurse midwife licensed to practice in the United States, or a nurse practitioner) verifying the student's pregnancy which validates her eligibility to receive PRS.
  - Certified teacher's log to include among other information: name of teacher, student ID numbers, actual time per visit (e.g. 10 a.m. until 12 p.m.), an adult signature obtained at each visit must be completed and on file in the student's folder. This applies to both prenatal and postpartum periods.
  - Attendance documentation.
  - For each student whose postpartum period was extended documentation from a medical practitioner licensed to practice in the United States verifying that the student was anticipated to be confined for an additional period of up to four calendar weeks.
  - Documentation of the date when the student's pregnancy ended (e.g., date of delivery).
  - A note from a medical practitioner must be obtained which requires the student to remain at home or in the hospital during the prenatal period.
  - CEHI services can be only offered to students who are enrolled and reside within the International Leadership of Texas CHARTER SCHOOL boundaries.
  - A copy of the ARD/IEP including modifications, for each special education student receiving CEHI.

Exception: Only students who have tuition waiver will be served during the CEHI period, if they are living out of district during this period.

- In the event that CEHI is offered but not provided to student, written documentation must be maintained to explain why the student was not provided CEHI.
- The principal or superintendent affirms the propriety of student eligibility when affidavits are signed.

## **Quality Control**

District personnel should identify a student as receiving PRS in the attendance accounting system as soon as services under the PRS program begin. All documentation must be obtained expeditiously and retained for audit purposes so that eligibility requirements are met.

When serving a pregnant SPED student, maintain the SPED and PRS records in the same file (e.g. Change of placement ARD proceedings).

During the prenatal period, a student should no longer be identified as receiving PRS if, for any reason, the services stop.

During the postpartum period, a student should no longer be identified as receiving PRS when the student returns to her regular service at her campus or at the end of the allowable postpartum period, whichever comes first.

At the beginning of each school year and at the end of each 6-week reporting period, the appropriate PRS program staff should verify the Student Detail Report to ensure that initial coding of PRS students is correct. All coding for remaining students who have not delivered should be “turned off” on the day after the last day of the school year. The coding should resume on re-entry in the fall if the student has not delivered.

Schedule modifications are an eligible service under the PRS program; however, these modifications must adhere to general attendance rules in order for PRS students to remain eligible for ADA. These requirements include attendance for at least two hours but fewer than 4 hours each day to be eligible for half-day ADA or at least four hours each day to be eligible for full-day ADA.

No student can be coded PRS unless CEHI is provided by your district. In the event that CEHI is offered but not provided to a student, your district must maintain documentation explaining why the student was not provided CEHI.

Monitor to assure that CTE funding is overridden during the CEHI period.

# **SPECIAL EDUCATION**



# SPECIAL EDUCATION PROGRAM

The following information is provided to support the International Leadership of Texas Charter School Data Quality Initiative and to report accurate and reasonable data for Special Education and related services. The Office of Special Education Services strives to ensure that district and campus personnel providing service to students with disabilities understand the PEIMS data collection process and how it affects funding. Campus accountability and compliance issues are reviewed to address the accuracy of data entries and the integrity of decision makers.

## Program Contact and Accountability

Shannon Urbina, Executive Director of Special Education, ..... [surbina@iltexas.org](mailto:surbina@iltexas.org)

Education Programs, the student’s eligibility folder shall be the primary source for compliance documentation. This highlights the importance of keeping all aspects of the student’s eligibility folder current, including the Record of Communications, Folder Access Sheet, Receipt of Procedural Safeguards, all ARD Committee documents, all FIE and eligibility documents, Confidential Student Reports of student assessment outcomes, Home Language Survey, referral documentation, and other required documentation. For more information, contact the Special Education Executive Director.

## Standard Procedures for Data Collection Responsibility

**Campus principals** shall designate a certified Educational Diagnostician on campus to address all questions regarding data entry coding for services to students with disabilities. State and Federal guidelines for eligibility, timelines and service requirements provided by the Texas Education Agency (TEA) and the Office of Special Education Programs (OSEP) should be followed to maintain data quality.

**Special Education Administrators** have the responsibility to routinely monitor the accuracy and completeness of data input for PEIMS reporting for each campus. Campus data reports may be printed from the Student Information System (SIS) and reviewed by the **Special Education Administrators** every six weeks. The reports should be reviewed within shorter time spans during targeted funding periods, such as the October Snapshot date or the last day of the spring instructional period.

Special Education Administrators under the direction of the Special Education Director should support the efforts to ensure accurate data input at the campus level for special education service.

The designated Campus Data Input Representative should review special education data for accuracy weekly to ensure that required timelines for evaluation and ARD/IEP data are up-to-date.

## Eligibility Requirement or Mandated Procedures and Processes

Enrollment and eligibility requirements for special education services may be reviewed in Section IV of the *TEA Student Attendance Accounting Handbook (SAAH)*. Enrollment and eligibility requirements are clearly described in a number of examples that may occur at the campus. This handbook may be searched and downloaded from the TEA website. Access the *Student Attendance Accounting Handbook* to review the most recent handbook.

**Documentation and Quality Control Required to Support Coding**

Documentation must be completed to meet timelines and an Admission, Review and Dismissal (ARD) meeting must be held to determine eligibility for special education services. Referencing the *TEA Student Attendance Accounting Handbook (SAAH)*, documentation and quality control issues are addressed at the end of each program section. Complete documentation for eligibility applies to students, age three (3) needing special education services and entering INTERNATIONAL LEADERSHIP OF TEXAS CHARTER SCHOOL for first time. The following examples of statements for documentation are given:

In order to claim special education contact hours for funding, documentation must be complete. All documentation supporting student eligibility must be on file for every student accumulating special education eligible days present and/or every student reflecting a speech therapy indicator code and locator code on the Student Detail Report. Documentation requirements are as follows:

(7-1) Documentation to support the ARD committee findings and a copy of the IEP must be maintained in the student’s eligibility folder held at the campus and within e-documents in eStar and Skyward.

(7-2) Documentation to support the amount of time teachers served students in the homebound instructional arrangement/setting each week should be retained.

The following TEA examples of statements for Quality Control are:

(8-1) A student should be coded with the appropriate special education codes as soon as all documentation is in order and the student is receiving services.

(8-2) As soon as the student has been dismissed from special education, as documented by the ARD committee, the student should be withdrawn from special education in the attendance accounting system.

(8-3) At the beginning of each school year, the appropriate special education staff should verify the student Detail Reports to ensure initial coding is correct and agrees with the IEP.

For a complete review of documentation and quality control statements download and review Section IV Special Education of the TEA SAAH.

**Admission, Review, and Dismissal Meeting and Assessment Procedures**

Admission, Review, and Dismissal meetings and assessments must be completed within the appropriate timelines to generate contact hours and funding for special education services. Campuses are informed to carefully and regularly review the ARD and assessment dates of all students eligible and receiving special education services to address timelines. ARDs and assessments must be current for students with disabilities so that the district can acquire the state funding allocated for the special education services.

**An ARD meeting must be held annually within 12 months to be considered current. An assessment or reevaluation that determines eligibility for services must be completed within a three year interval.** If an ARD date or an assessment date is out of its timeline, funding must be stopped on the Student Information System (SIS) and reinstated upon completion of the service.

If an ARD or assessment is not updated by the close of school in May, immediate steps must be taken to ensure that all ARDs and re-evaluations are made current and the correct coding re-entered on the student system. Coding must accurately reflect services at all times during the school year.

Campus Principals and Special Education support staff should ensure also that all ARD meetings and re- evaluations are held timely for students with disabilities on each campus.

### **Special Education Audit Preparation**

Special Education teachers at the campus level input critical data into the Student Management System. Entered data translate into funding for the school district and provide other key data to the state through PEIMS. It is the responsibility of the campus principal to ensure that all data submitted via PEIMS is reasonable and accurate. The data submitted via PEIMS can either trigger or be a component of an audit by the Texas Education Agency. Key data considerations appear below:

- **Instructional Setting Code** – Each student eligible for special education and related services must have an Instructional Setting code which accurately represents the extent to which the student receives special education services. There is always just one Instructional Setting code which is appropriate for the student’s set of services – there are no situations in which two or more codes may be appropriate. Assigning an Instructional Setting code must be done in compliance with the definitions of each Instructional Setting found in the *Student Attendance Accounting Handbook* and ARD/IEP decisions.
- **Eligibility Codes** – These were previously known as “Handicapping Conditions.” These codes specify the student’s area(s) of eligibility as determined by an appropriate evaluation and the Admission, Review, or Dismissal (ARD) Committee.
- **Annual ARD Date** – This is the date of the most recent full ARD which addresses up to one year’s Individualized Education Program for the student.
- **Full and Individual Education (FIE) Date** – This is the date of the most recent eligibility evaluation for the

student. If the ARD Committee has chosen to continue eligibility by review of existing evaluation data (REED), then the date of that REED is used as the FIE Date.

- **Disability Funding Code/Effective Date** – This is the funding date the student is identified as having an IDEA eligible disability. This is also the date the IDEA disability is removed when the student is dismissed from service.
- **Instructional Setting Code/Effective Date** – This is the funding date during the current school year that the student first received special education services for the disability in compliance with a current ARD and FIE. If the student’s ARD and/or FIE is/are out-of-date, then Effective Date is listed to show no instructional setting (00) until such time that both the ARD and evaluation are in compliance.
- **Speech Therapy Code/Effective Date** – Speech funding codes, 0, 1, or 2 apply when the student is identified with Speech Impairment as a disability. See instructions for Instructional Setting Code/Effective Date above.
- **Preschool Program for Children with Disabilities (PPCD)-Effective Date** – The PPCD funding indicator is selected for students ages three – five only who have an eligible IDEA disability and are receiving special education services.

To facilitate the accuracy of Special Education data, a PEIMS data sheet should be completed at each ARD meeting including initial ARD meetings, transfer/temporary meetings, and annual reviews.

In the event of an audit by the Texas Education Agency or the U. S. Department of Education Office of Special Education Programs, the student’s eligibility folder shall be the primary source for compliance documentation. This highlights the importance of keeping all aspects of the student’s eligibility folder current, including the Record of Communications, Folder Access Sheet, Receipt of Procedural Safeguards, all ARD Committee documents, all FIE and eligibility documents, Confidential Student Reports of student assessment outcomes, Home Language Survey, referral documentation, and other required documentation. For more information, contact the Special Education Director.

## 504 PROGRAM

The following information is provided to support the International Leadership of Texas Charter School Data Quality Initiative and to report accurate and reasonable data for 504 and related services. The Office of Student Services strives to ensure that district and campus personnel providing service to students with disabilities understand the PEIMS data collection process and how it affects funding. Campus accountability and compliance issues are reviewed to address the accuracy of data entries and the integrity of decision makers.

### Program Contact and Accountability

Angela Marcellus, Executive Director of Student Services, ..... [amarcellus@iltexas.org](mailto:amarcellus@iltexas.org)

### 504 Records

According to the Office of Civil Rights (OCR):

Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . . ."

(<http://www2.ed.gov/about/offices/list/ocr/504faq.html>)

- The Student Services Department will maintain the official 504 Records and all updates once received from the 504 Campus Coordinator. Another copy of the 504 Record and updates must be maintained on the campus.
- It is the responsibility of the Campus PEIMS Clerk to input the 504 Records based upon documentation received by the 504 Campus Coordinator. Without exception, Campus PEIMS Clerks MUST receive written documentation for ALL student entries before any 504 updates can take place in the Student Management System.
- The 504 Coordinator will need to maintain a working copy of 504 Record to verify that students have been coded correctly within the Student Management System.
- 504 Records needs to be inputted and updated within 10 school days of the 504 meeting.
- The 504 Campus Coordinator will need to verify all 504 Record entries within 5 school days following Snapshot, at the beginning the second semester, and at year end.

To facilitate the accuracy of 504 data entered in PEIMS, a PEIMS data sheet should be completed at each 504 meeting conducted.



# **TITLE I**

## **TITLE I, PART A RESPONSIBILITY**

### **Program Contact and Accountability**

Krystal Lovato, Executive Director of Federal Programs, klovato@iltexas.org

#### **Definition**

The Title I Campus Contact Person must provide personnel with names and coding information of students who are being served in the program. In no case should data entry/clerical personnel be responsible for determining whether a student is Title I eligible.

Principals must ensure that reports from the Texas Education Agency (TEA), which reflect actual Public Education Information Management System (PEIMS) data, are compared to campus reports for reasonableness and accuracy.

#### **Title I, Part A, Schoolwide and Targeted Assistance Programs**

Title I, Part A, schools have either **school wide or targeted assistance** programs. A **school wide program** permits a school to use funds from Title I, Part A, and other federal education program funds and resources to upgrade the **entire educational program of the school** in order to raise academic achievement for **all** the students. A Title I, Part A, **targeted assistance program** uses funds **only** for supplementary educational services for **low-income students** who are failing or at risk of failing to meet state standards. **All campuses within are part of a school wide program and, therefore, all students within campuses are to be labeled Title I, Part A.**

#### **Data Components**

All students enrolled on a Title I, Part A, schoolwide campus must have a Title I, Part A Student Data record also referred to as a **461** record.

#### **Schoolwide Campus**

The only data elements that are to be completed for the PEIMS Fall submission for Title I, Part A, schoolwide campus students are:

- INPUT-RECORD-TYPE-CODE (the record type code is 461)
- DISTRICT-ID (the district ID is 057848)
- STUDENT-ID (the student ID generated by the Student Management System at the time of enrollment or should be provided from transferring campus if a student is coming from a campus within the state of Texas)



- CAMPUS-ID-OF-ENROLLMENT (The campus ID of enrollment is the district ID and the campus number.)
- TITLE-1-PART-A-INDICATOR-CODE (The indicator code is “6” for Title I, Part A, school wide campuses. A “6” was pre-coded for the returning students and indicates that the student attended a Title I, Part A, school wide campus the prior school year.)

**Eligibility Requirements**

Section 1113 of No Child Left Behind (Public Law 107-110) contains the requirements for identifying eligible school attendance areas and selecting the eligible areas that will participate in the Title I, Part A, program. A school district may use Title I, Part A, funds only in eligible school attendance areas.

A school district must use the same measure of poverty uniformly throughout the district to:

- Identify eligible school attendance areas;
- Determine the ranking of each area; and
- Determine the allocation for each area.

The school district must select a poverty measure from the following options:

- The number of children ages 5 to 17 in poverty as counted by most recent census data approved by the Secretary [in this case, the 2010 Census];
- The number of children eligible to receive free or reduced-price lunch under the Richard B. Russell National School Lunch Act;
- The number of children in families receiving assistance under the Temporary Assistance for Needy Families (TANF) program;
- The number of children eligible to receive medical assistance under Medicaid program; or
- A composite of any of the above indicators.

Of the four measures of poverty that the statute permits a school district to use for identifying eligible school attendance areas and allocating funds, eligibility for free or reduced-price lunch is the measure most frequently used.

# **STUDENT HEALTH**

## **HEALTH INFORMATION**

### **DRUG-FREE SCHOOL**

ILTexas is a drug-free environment. All students are prohibited from the possession, use, sale, distribution, transmittal; or attempt to possess, use, sell, distribute, transmit; or being under the influence of a controlled substance or dangerous drug (as defined by law) or alcohol or any alcoholic beverage, or any volatile chemical substance, or any intoxicant or behavior-altering drug on school premises or off school premises at a school-related activity, function, or event. In accordance with the Student Code of Conduct, students may be disciplined for any alcohol and drug related offenses. All individuals will be referred to appropriate law enforcement officials for criminal prosecution.

### **TOBACCO-FREE SCHOOL NOTICE**

Smoking (including electronic cigarettes, cigars, and pipes) and using tobacco products is prohibited in school buildings, vehicles, or on or near school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any of the locations or activities listed above. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

### **ASBESTOS MANAGEMENT PLAN**

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act (“AHERA”) inspector. An Asbestos Management Plan has been created for each ILTexas campus in accordance with federal regulations. Parents may view the Asbestos Management Plan by contacting the Principal. Copies of the management plan are also available at a reasonable charge.

### **BACTERIAL MENINGITIS INFORMATION**

State law requires ILTexas to provide the following information: What is bacterial Meningitis?

Meningitis is an inflammation of the membranes that surround the brain and spinal cord. Meningitis can be caused by viruses, parasites, fungi and bacteria. Viral meningitis is common and most people recover fully. Parasitic and fungal meningitis are very rare. However, bacterial meningitis is very serious and may involve complicated medical, surgical, pharmaceutical and life support management.

What are the symptoms of bacterial meningitis?

Someone with meningitis will become very ill. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Not everyone with meningitis will have the same symptoms. Children (over two years old) and adults with bacterial meningitis commonly have a severe headache, high fever, and neck stiffness. Other symptoms might include nausea, vomiting, seizures, discomfort looking into bright lights, confusion and sleepiness and lethargy. In both children and adults, there may be a rash of tiny, red-purple spots or purple patches on the skin. These can occur anywhere on the body. The more symptoms, the higher the risk, so when these symptoms appear seek immediate medical attention.

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results. How serious is bacterial meningitis?

Bacterial meningitis is a serious, potentially deadly disease that can progress extremely fast. If it is diagnosed early and treated promptly, the majority of people make a complete recovery. However, in some cases it can be fatal or a person may be left with permanent severe health problems or disability. How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. They are spread when people exchange saliva (such as by kissing, or by sharing drinking containers, food, utensils, cigarettes, toothbrushes, etc.) or come in contact with respiratory or throat secretions (such as by coughing or sneezing).

The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks, or even months. The bacteria rarely overcome the body's immune system and cause meningitis or another serious illness.

How can bacterial meningitis be prevented?

Maintaining healthy habits, like getting plenty of rest, can help prevent infection. Using good health practices such as covering your mouth and nose when coughing and sneezing and washing your hands frequently with soap and water can also help stop the spread of the bacteria. It's a good idea not to share food, drinks, utensils, toothbrushes, or cigarettes.

Limit the number of persons you kiss.

There are vaccines available to offer protection from some of the bacteria that can cause bacterial meningitis.\* The vaccines are safe and effective (85–90 percent). They can cause mild side effects, such as redness and pain at the injection site lasting up to two days. Immunity develops within seven to ten days after the vaccine is given and lasts for from three to five years.

\* Please note that the Texas Department of State Health Services (“TDSHS”) requires at least one meningococcal vaccination for grades 7 through 12, and state guidelines recommend this vaccination be administered between age 11 and 12, with a booster dose at 16 years of age. Also note that entering college students must show, with limited exception, evidence of receiving a bacterial meningitis

vaccination within the five-year period prior to enrolling in and taking courses at an institution of higher education. Please see the school nurse for more information, as this may affect a student who wishes to enroll in a dual credit course taken off campus.

What should you do if you think you or a friend might have bacterial meningitis? You should seek prompt medical attention.

Where can you get more information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: [www.cdc.gov](http://www.cdc.gov) and the Texas Department of State Health Services (“DSHS”): <https://www.dshs.tx.us/idcu/disease/meningitis/>.

## **DISPENSING OF PRESCRIPTION MEDICATIONS AT SCHOOL**

International Leadership of Texas recognizes medication orders provided by health-care professionals (MD, DO, DDS, APN, PA, etc.) that are licensed by the State of Texas and have authority to write prescriptions.

Medication must be filled by a pharmacist licensed by the State of Texas. In accordance with the Texas Board of Nursing, Nurse Practice Act, ILTexas will not administer medications prescribed or fulfilled in Mexico.

All prescriptions MUST be in the ORIGINAL and be properly labeled container. Prescription labels must include the student's name, name of medication, date filled, dosage, how the medication is administered, time/or frequency to give the medication, and physician's name printed on the bottle. All prescriptions shall be accompanied by a "Permission to Administer" form and signed by the parent. It must state the instructions as the prescription label and must and include the parent's daytime phone numbers.

Permission forms are available through the clinic and are active for one school year. If a prescription changes, the parent/guardian must complete a new permission form.

- \* Parents should deliver medications to the clinic or nurse's office for their children. Please do not send medications to school with the student.
- \* Paperwork must be completed and signed by the parent/guardian and prescribing physician.
- \* Students K-5 should NEVER have any medications in the backpacks, purses, or on themselves.
- \* Medication will be secured, stored and administered only in the nurse's office.

## **DISPENSING OF OVER-THE-COUNTER (OTC)/NON-PRESCRIPTION MEDICATIONS AT SCHOOL**

International Leadership of Texas does not provide OTC (Over-the-counter) or prescription medication for students. Medication packaged as a physician's sample or OTC must be provided by the parent/guardian and accompanied by a written, signed prescription by the doctor, including all information listed above. Prescription and OTC medications will only be given if the parent's and physician's current phone numbers are on file in the nurse's office.

Non-prescription medication must be provided by the parent or guardian labeled with the student's name and in the original manufacturer's container. OTC medications will be kept in the nurse's office ONLY if a medication administration form signed by the physician is provided.

NO aspirin will be given to students. Herbal, experimental, trial or medications not approved by the FDA will not be administered to students, unless the medication is required by the student's Individualized Education Program ("IEP") or Section 504 plan for a student with disabilities.

The nurse keeps no medications of any kind in stock.

Any student found taking medication or giving medication to another student will be subject to school disciplinary action.

## **ASTHMA AND ANAPHYLAXIS MEDICATIONS**

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions are entitled to possess and self-administer prescription medication while on school property or at school-related events. Student possession and self-administration of asthma or anaphylaxis medication at school requires the

student to demonstrate his or her ability to self-administer the medication to the student’s physician or other licensed health care provider and the school nurse, if available. Requirements also include written authorization from the student’s parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication. Medication in a student’s possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

**SEVERE ALLERGIC REACTION**

It is the responsibility of the parents to ensure that the nurse is aware of any student’s hypersensitivities to food/environment/insects. An Allergy Action Plan is advised for any student with a known history of anaphylactic reaction and is available from the school nurse. Students requiring medication for the treatment of an allergic reaction (Examples of medication include Benadryl in a lotion or pill form, Epipen, or topical creams) must have a signed Allergy Action Plan and a “Permission to Administer” form on file in the nurse’s clinic.

**COMMUNICABLE DISEASES**

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of students with a communicable or contagious disease should notify the Campus Principal or designee so that other students who might have been exposed to the disease can be alerted. School authorities will report those students who are suspected of having a reportable condition. A list of reportable conditions can be found on the DSHS website: <http://www.dshs.state.tx.us/idcu/investigation/conditions/>.

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- \* Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease’s non-infectiousness in a school setting;
- \* Submitting a permit for readmission issued by a local health authority; or
- \* Meeting readmission criteria as established by the commissioner of health.

**IMMUNIZATIONS**

The State of Texas requires that every child in the state be immunized against vaccine preventable diseases caused by infectious agents in accordance with an established immunization schedule.

To determine the specific number of doses that are required for your student, please read “2015–2016 Texas Minimum State Vaccine Requirements for Students Grades K–12.” For specific immunization requirements, please visit the Texas Department of State Health Services website at <http://www.dshs.state.tx.us/immunize/school/>.

Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber-stamp validation.

**Provisional Enrollment**

A student can be enrolled provisionally for no more than 30 days if her or she transfers from one Texas school to another, and is awaiting the transfer or the immunization record.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate required vaccine. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. ILTexas shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If at the end of the 30-day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and ILTexas shall exclude the student from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. ILTexas shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

#### Exclusions from Immunization Requirements

Exclusions from immunization requirements are allowable on an individual basis for medical reasons, reasons of conscience (including a religious belief), and active duty with the armed forces of the United States.

To claim exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, a signed Texas Department of State Health Services ("TDSHS") affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a period of two years. The form affidavit may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347, or online at <https://webds.dshs.state.tx.us/immco/default.aspx>. The form must be submitted to the Campus Principal within 90 days from the date it is notarized. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Students, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health. To claim exclusion for armed forces, the student must prove that he or she is serving on active duty with the armed forces of the United States.

#### **Immunization Records Reporting**

ILTexas' record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and TDSHS and transferred to other schools associated with the transfer of the student to those schools.

### **STEROID NOTICE**

ILTexas does not permit steroid use. A notice shall be posted in a conspicuous location in the school gym or in each other place in a building where physical education classes are conducted.

### **LAW ENFORCEMENT AGENCIES**

#### Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Principal will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation.

### **STATE-MANDATED SCHOOL HEALTH SCREENING PROGRAM**

Students are screened according to the Texas Board of Education Rules and the school health programs mandated by the Texas Department of State Health Services.

### **DYSLEXIA AND RELATED DISORDERS**

From time to time, students may be tested and, where appropriate, treated for dyslexia and related disorders in accordance with programs, rules, and standards approved by the state. Parents will be notified should ILTexas determine a need to identify or assess a student for dyslexia and related disorders.

### **FITNESS TESTING**

According to requirements under state law, ILTexas will annually assess the physical fitness of students. ILTexas is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

### **VISION AND HEARING SCREENING**

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually.

Screening records for individual students may be inspected by the TDSHS or a local health department, and may be transferred to another school without parental consent.

Exemption: A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Campus Principal or designee on or before the day of admission an affidavit stating the objections to screening.

### **SPINAL SCREENING**

All children in grades 6–9 must be screened for abnormal spinal curvature before the end of the school year. The screening requirement for students entering grade six or nine may be met if the child has been screened for spinal



deformities during the previous year.

A parent who declined participation in the spinal screening provided by ILTexas must submit to the Campus Principal or designee documentation of a professional examination which includes the results of a forward-bend test. This documentation must be submitted to ILTexas during the year the student is scheduled for screening or, if the professional exam is obtained during the following summer, at the beginning of the following school year.

Exemption: A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the Campus Principal or designee on or before the day of the screening procedure an affidavit stating the objections to screening.

### **TEXAS RISK ASSESSMENT FOR TYPE II DIABETES**

All first, third, fifth, and eighth grade students will be screened for a skin marker that may indicate high levels of insulin in the blood which results from insulin resistance. If the screening reveals abnormal results, the parent/guardian is notified through the referral process.

### **REFERRALS**

Referrals should be returned to the school nurse as soon as possible after a specialist is seen. When referrals are not returned to the campus, the school nurse follows up with parents/guardians to determine whether or not the student was seen and treated. The State of Texas requires each school district to report screening results at the end of each school year.

For questions regarding any of the above health policies, please refer to your campus Nurse.

**INTERNATIONAL LEADERSHIP OF TEXAS  
FOOD ALLERGY NOTIFICATION FORM**

Dear Parents,

ILTexas is required by law to request, at the time of enrollment, that the parent or guardian of each student attending an ILTexas campus disclose the student’s food allergies. This form will satisfy this requirement.

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed in order for ILTexas to take necessary precautions for your child’s safety. “Severe food allergy” means a dangerous or life-threatening reaction of the human body to a food borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child’s allergic reaction to the food. ILTexas will contact you for a note from your physician if your child has food allergies. Your child must have an EpiPen prescribed to help in the event of an emergency.

Food: \_\_\_\_\_ Nature of allergic reaction to the food: \_\_\_\_\_

ILTexas will maintain the confidentiality of this form and the information provided above, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act (“FERPA”) and Board policy. ILTexas will maintain this form as part of your child’s student record.

Student Name: \_\_\_\_\_ Date of Birth: \_\_  
Grade: \_\_ Parent Work Phone: \_\_\_\_\_ Home Phone: \_\_ Parent/Guardian Name: \_\_\_\_\_  
Date: \_\_  
Parent/Guardian Signature: \_\_ Date form received by ILTexas: \_\_

# Homebound Services

## **Instructional Arrangements-Homebound Instruction Board Policy**

### **General Instruction**

Consistent with 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 education homebound services. The parent's request for 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 parent or guardian of the student 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, when the student is able to return to the regular educational setting, the length of the transition period based on current medical information.

### **Special Education**

For special education students, the ARD committee shall determine the type and amount of instruction to be provided and, when the student is able to return to regular educational setting, the length of the transition period based on current medical information.

### **Documentation of Services**

The school shall maintain, in accordance with administrative procedures, full documentation about students receiving homebound services.

## Procedures for Determining Student Eligibility for General Education Homebound (GEH) Services

### Overview of General Education Homebound (GEH) services

General Education Homebound services are instructional services that are provided in the hospital or in the home by a qualified teacher to a student enrolled in International Leadership of Texas and who has a medical condition that prevents the student from attending school for a minimum of four weeks. During this period of time, the student is confined to the hospital bed or home. The final decision regarding whether or not these services will be provided is made by the campus GEH committee.

### Contacts

Each campus has a designated GEH Coordinator. For further information, call the campus directly and ask to speak to the GEH Coordinator or the Principal. International Leadership of Texas also has a District GEH Coordinator who can be reached by calling 972-479-9078. Parents should always contact their child’s school first to discuss GEH services and any issues related to their child’s education.

### Determining eligibility for GEH services

Students who satisfy the following criteria may be eligible for general education homebound services:

1. The student is expected to be confined at home or to a hospital for a minimum of four weeks; **AND**
2. The student is confined at home or hospital bed for medical reasons only; **AND**
3. The student’s medical condition is documented by a physician licensed to practice in the United States.

**NOTE:** In making an eligibility decision, the GEH Committee must consider the physician’s information. However, the physician’s note/information *is not* the sole determining factor in the committee’s decision-making process. Instead, *all* relevant information will be considered.

If appropriate, every attempt should be made to accommodate and serve the student on campus when practically possible. The student’s parent/guardian should continue picking up all assignments and remain current with all class work pending a determination of eligibility for homebound services.

### GEH Committee members

A student’s GEH Committee should include, but is not limited to:

- A campus administrator
- A teacher of the student; and
- A parent or guardian of the student.

A student’s GEH Committee will convene to review relevant school data and medical information regarding the student’s situation to determine whether or not he student requires homebound instruction. If GEH services are to be provided, it is the GEH Committee’s responsibility to specify the type(s) of instruction (for all subjects, including electives) and the amount of weekly time that a qualified teacher will provide such lessons. The committee will document each of its decisions on International Leadership of Texas GEH forms.

### Recording attendance

General education students served through the GEH program will earn eligible days in attendance based on the number of hours the student is served by the assigned teacher at home or in the hospital each week.

One hour of instruction equals one day in attendance *for the first three hours* of GEH instruction. When *four or more hours* of GEH instruction are provided, the student earns an entire week of eligible days of attendance. The following chart will be used to calculate eligible days present:

<b>Amount of Time Served per Week</b>	<b>Eligible Days Present Earned per Week</b>
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

Once GEH services begin, the GEH teacher will complete a homebound service log on a weekly basis. This form will be provided to the campus attendance clerk and the PEIMS Coordinator to record on behalf of the student.

**Reconvening GEH Committee**

The GEH Committee may meet periodically to re-evaluate the student’s condition and possible continued need for services. The committee should also meet again to re-evaluate a *new* physician’s form and the need for homebound services after six(6) weeks of services have been provided.

The committee shall also reconvene at the end of the services period (as documented by the student’s licensed physician) to review current physician information and to make decisions regarding whether or not to continue or stop GEH services.

Prior to this meeting, the parent must have the doctor complete a “Physician’s Release” in order for the student to return to school. The GEH Committee should also determine if a transition period is necessary.

Should a transition period be needed, the GEH Committee should document all of the following:

1. The length of time of the transition period;
2. The amount of time the student will be served in both settings (homebound and the classroom) during the transition period; and
3. The effective date of when the student is expected to return to the classroom on a full-time basis.

**Dismissal from GEH program**

Dismissal from the GEH program will proceed in accordance with the following steps:

1. If the student’s physician has not provided a specific return date, the physician must first complete a “Physician’s Statement-Homebound Services Release” form.
2. The homebound teacher will notify the campus GEH Coordinator when a student is being released from

homebound instruction for entry back into school.

3. No homebound instruction may occur after the dismissal date.
4. The GEH Coordinator will notify the student's teacher(s) and the campus attendance clerk when the student has been dismissed and will return to the regular classroom setting.
5. Homebound instruction is usually considered a temporary arrangement and cannot be considered as equivalent to classroom instruction. It is imperative that student return to the classroom as soon as practical. This is usually dictated by the student's doctor. However, in unusual cases where the student's medical condition is in doubt, International Leadership of Texas may request a second doctor's opinion at its own expense and call another GEH Committee meeting to consider dismissing the student from GEH services depending on the results of that examination.

## **Special Education Homebound Guidelines**

In-home/bedside educational services for special education students are provided in accordance with International Leadership of Texas policies, procedures, and these guidelines. It is the responsibility of each campus Principal to designate personnel who are responsible for processing requests for homebound services in a timely fashion.

### **Eligibility**

To qualify for homebound services, the student must meet eligibility requirements as documented in the current *Student Attendance Accounting Handbook* (“SAAH”). Presently, these requirements are that the student:

1. Is eligible for special education and related services as determined by an ARD Committee;
2. Is expected to be confined at home or hospital bedside for a minimum of four weeks(the weeks need not to be consecutive);
3. Is confined at home or hospital bedside for medical reason only; and
4. Has a medical condition documented by a physician licensed to practice in the United States.

### **Referral Process**

A requested for special education homebound services shall be made through the Principal. A homebound referral does not automatically mean that the ARD Committee will recommend homebound services. In making eligibility and placement decision the ARD Committee must consider information provided by the student’s physician; however, such information is not the sole determining factor in the ARD Committee’s decision-making process. International Leadership of Texas needs to make an appropriate effort to accommodate the student at the school depending on the student’s medical need and doctor’s information.

Parents/students should continue picking up all assignments and remain current with all the work pending a determination of eligibility for special education homebound services.

### **Least restrictive environment requirements**

International Leadership of Texas must ensure that;

1. To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled; and
2. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the the nature of severity or the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactory.

Homebound is the most restrictive educational placement for students. Documentation should support all efforts made to accommodate and support the student with non-disabled peers and in the regular educational environment.

Parents/guardian need to know that an ARD Committee cannot consider homebound services until necessary forms are completed and returned to the Principal or designee.

### **ARD Committee**

For students already in special education who require homebound services, the assessment staff gathers information from school records, parent/guardian, and the student’s FIE in order to determine the student’s current functioning level and educational needs. The ARD Committee reviews written input from the student’s and determines if homebound services are appropriate.



When the student’s placement determined to be homebound, the homebound teacher’s responsibilities during the ARD include:

1. Provide input for necessary accommodations
2. Provide the parent/guardian with relevant information concerning the special education homebound services program (days of instruction, times and assignments and grading responsibility)
3. Verify telephone numbers and the directions to the student’s home.

**Attendance requirements**

The homebound teacher will notify the attendance clerk of student absences at the end of each week. Special education homebound students served at home will earn eligible days present in accordance with the SAAH. Generally, attendance is based on the following chart:

<b>Amount of Time Served per Week</b>	<b>Eligible Days Present Earned per Week</b>
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

When absences are related to the medical diagnosis, homebound services will be offered as per the SAAH.

**Dismissal from special education homebound services**

There must be an ARD at the end of the homebound request period to either:

1. Dismiss the student at the end of the projected time; or
2. To continue the services. In this case, the ARD Committee must review a new statement from the student’s physician.

If dismissal occurs, the diagnostician or campus designee will notify the campus attendance clerk and the student’s teacher(s) of the student’s return to campus.

**General Education Homebound Attendance Reporting**

The following procedures apply when reporting attendance for students served by the International Leadership of Texas General Education Homebound (“GEH”) services:

1. Attendance will be awarded following the guidelines of the current year’s Student Attendance Accounting Handbook.
2. The Campus GEH Coordinator will notify the PEIMS clerk and campus attendance clerk when a student begins homebound services.
3. The Campus GEH Coordinator will notify the campus teachers when the student begins homebound services.
4. The homebound teacher will complete the *General Education Homebound Instruction Log* and submit the log on a weekly basis to the attendance clerk. The attendance clerk uploads the instruction log to the student’s attendance notes.
5. The *Homebound Instruction Log* will reflect the school calendar week by week so that available instructional days are easily identified.
6. Total weekly instructional time and total weekly days in attendance are summarized at the end of each instructional week.
7. If absences are reported for any given day, a notation as to the reason should be made in the Notes/Other section of the log.
8. While parents/guardians are asked to arrange medical appointments around the homebound teacher’s schedule, absences are often incurred because the student is too ill to attend to instruction. The homebound teacher may be able to rearrange instruction for that week but, if unable to do so, absences will be recorded according to the instructional hours delivered. GEH services hours may not be accumulated and carried forward from one week to the next or applied to a previous week.
9. GEH students served at home will earn eligible days present based on the Student Attendance Accounting Handbook. Generally, attendance is based on the following chart:

<b>Amount of Time Served per Week</b>	<b>Eligible Days Present Earned per Week</b>
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

# DATA QUALITY RESOURCES

## Websites

TEA

<http://www.tea.state.tx.us/>

### **Legacy PEIMS Data Standards**

<http://ritter.tea.state.tx.us/peims/standards/weds/>

### **TEA Student Attendance Accounting Handbook**

[http://tea.texas.gov/Finance\\_and\\_Grants/State\\_Funding/Additional\\_Finance\\_Resources/Student\\_Attendance\\_Accounting\\_Handbook/](http://tea.texas.gov/Finance_and_Grants/State_Funding/Additional_Finance_Resources/Student_Attendance_Accounting_Handbook/)

### **TEASE / Edit+**

<https://seguin.tea.state.tx.us/apps/logon.asp>

### **TEAL**

<https://pryor.tea.state.tx.us/>

### **Texas Education Code**

<http://www.statutes.legis.state.tx.us/?link=ED>

### **Texas Student Data System (TSDS)**

[http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/Texas\\_Student\\_Data\\_System\\_%28TSDS%29/](http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Student_Data_System_%28TSDS%29/)

### **The Network**

<http://www.txcharternetwork.org/>

# Forms

**INTERNATIONAL LEADERSHIP OF TEXAS  
FOOD ALLERGY NOTIFICATION FORM**

Dear Parents,

ILTexas is required by law to request, at the time of enrollment, that the parent or guardian of each student attending an ILTexas campus disclose the student’s food allergies. This form will satisfy this requirement.

This form allows you to disclose whether your child has a food allergy or severe food allergy that you believe should be disclosed in order for ILTexas to take necessary precautions for your child’s safety. “Severe food allergy” means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

Please list any foods to which your child is allergic or severely allergic, as well as the nature of your child’s allergic reaction to the food. ILTexas will contact you for a note from your physician if your child has food allergies. Your child must have an EpiPen prescribed to help in the event of an emergency.

Food: \_\_\_\_\_ Nature of allergic reaction to the food: \_\_\_\_\_

ILTexas will maintain the confidentiality of this form and the information provided above, and may disclose the information to teachers, school counselors, school nurses, and other appropriate school personnel only within the limitations of the Family Educational Rights and Privacy Act (“FERPA”) and Board policy. ILTexas will maintain this form as part of your child’s student record.

Student Name: \_\_\_\_\_ Date of Birth: \_\_  
Grade: \_\_ Parent Work Phone: \_\_\_\_\_ Home Phone: \_\_ Parent/Guardian Name: \_\_\_\_\_  
Date: \_\_  
Parent/Guardian Signature: \_\_ Date form received by ILTexas: \_\_

## Explanation of General Education Homebound Instruction

Dear Parents/Guardian:

Homebound services are educational services provided in the home or hospital for a student who is unable to attend school because of a documented health condition.

A student is eligible to be considered for general education homebound (“GEH”) services when the following conditions apply:

1. The student is expected to be confined at home or hospital bedside for a minimum of four weeks (need not be consecutive);
2. The student is confined at home or hospital bedside for medical reasons only; and
3. The student’s medical condition is documented by a physician licensed to practice in the United States.

When homebound services are no longer required, your child will be transitioned back to his or her previous educational setting.

Homebound services will allow a qualified teacher to come to your home to provide instruction to your child for 4–5 hours per week so that your child can remain current with required classwork and assignments. The homebound teacher will meet with your child’s classroom teacher(s) to ensure a coordinated educational program that will prepare your child for transition back into the campus setting. Attendance will be kept by the homebound teacher and reported to your child’s home campus.

Medical information is required from your child’s doctor before homebound services may be assigned. It is essential that you return this information as quickly as possible so services may begin promptly. Physician forms may be returned via parent, mail, or faxed to your student’s school. Homebound services cannot be initiated without this medical information.

During the time the process is taking place, please continue to get assignments from your child’s teacher(s). If more information is needed concerning GEH services, please contact your child’s campus.

Thank you,

---

GEH Campus Coordinator

### **General Education Placement Homebound Placement**

The following form is to be utilized when the International Leadership of Texas Section 504 and/or GEH Committee is considering placement in general education homebound (“GEH”).

Date:

Student Name:

ID #:

Date of Birth:

Grade:

Campus:

### **Committee Membership**

While Section 504 eligibility is determined by a group of knowledgeable persons, including persons with knowledge of the child, the meaning of evaluation data, and the placement options, GEH eligibility and placement requires the attendance of three specific people: (1) a campus administrator; (2) a teacher of the student; and (3) a parent or guardian of the student. The required group may overlap to satisfy requirements under both Section 504 and GEH.

<b>Participant Signatures</b>	<b>Relationship to student</b>
	Administrator
	Teacher
	Parent

The most recent and all appropriate state assessment scores, benchmarks, report cards, progress reports, and any other appropriate documents should be attached to this form.

### Eligibility for GEH Services

Pursuant to the Student Attendance Accounting Handbook (“SAAH”) and Board policy, the following must be answered to determine GEH eligibility:

Yes \_\_\_\_\_ No \_\_\_\_\_ The committee has received, and attaches to this form, a document from a physician licensed to practice in the United States, which meets the following criteria:

1. Indicates that the above-referenced student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive.
2. Indicates that the confinement is for medical reasons only.

Yes \_\_\_\_\_ No \_\_\_\_\_ Based on the physician’s document, together with the committee’s review of current evaluation data (including parent input, teacher/administrator input, grade reports, work samples, results of standardized tests, etc.), the committee determines that the student is eligible for GEH services, and that such services shall be provided to the student as indicated below. The physician’s information is not the sole determining factor in the committee’s decision-making process.

Where both questions above are answered with “Yes,” the student is eligible for GEH services, and the committee shall determine the type(s) and amount of instruction to be provided. If either question is answered “No,” the student is not eligible for GEH services, but may be eligible for services under Section 504.

If the student is receiving special education services, please contact the counselor so an ARD meeting can be scheduled.

### GEH Services

GEH services will begin on \_\_\_\_\_ (date) and end on \_\_\_\_\_ (date).

GEH services will be delivered to (address):

GEH instruction will be provided by a qualified teacher, meaning a certified teacher when required by law and/or the International Leadership of Texas charter and/or a teacher having obtained NCLB “Highly Qualified” status. Over the course of the student’s confinement at home or hospital bedside, ***the student must be provided instruction in all core academic subject area courses in which the student is enrolled, and should be provided instruction in all other courses the student is enrolled in, if possible.*** The teacher providing GEH instruction will maintain a log of contact hours and other appropriate documentation related to the provision of these services.

The student will be provided instruction in the following subject areas (list all subject areas to be addressed by homebound



instruction):

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

Area of instruction: Hours per week:

Teacher whose content will be taught:

*Please note that the teacher whose content will be taught is responsible for assignments, testing, and grading.*

Students served through the GEH program will earn eligible days in attendance in accordance with the standards set forth in the SAAH.

### Optional Services

Check all optional services in addition to direct instruction that apply (if any):

\_\_\_\_\_ Access to textbooks, assignments, projects, and tests for self-study in the following subject areas:

\_\_\_\_\_ Access to classroom teachers by phone in the following subject areas:

\_\_\_\_\_ Extended time for completion of projects in the following subject areas:

\_\_\_\_\_ Access to educational software, distance learning, correspondence courses, or other online instruction. If yes, please detail services to be made available to the student.

\_\_\_\_\_ Other:

\_\_\_\_\_ Formal transition from GEH to the classroom. If the committee believes that a formal transition period is required for the student's return to school, please detail the transition calendar or steps for the transition.

**Homebound Services Statement to Parent/Guardian**

Student’s Name:

Student ID #:

Campus:

Grade:

Age:

Days of Service:

Time:

Homebound Teacher:

Telephone:

Homebound instruction has been approved for my child. I agree to cooperate as follows:

- Provide a place in home that is quiet, free from distractions (away from other people and from TV), sanitary, well-lighted, and properly ventilated and heated.
- Ensure the student is prepared for instruction when the teacher arrives. Please arrange other activities, including doctor appointments, around scheduled instruction.
- Be aware that changes in the home schedule may be necessary.
- Ensure a responsible adult will always be in the home during instruction time. The homebound teacher will leave the home and the student will be counted absent if there is not an adult in the home.
- Notify the homebound teacher as soon as possible if the student is unable to receive instruction or if anyone in the home develops a contagious condition.
- The student must do 90% of the assigned work between the teacher’s visits. The student must be willing to work independently and accept the responsibility of homework with the guidance of the homebound teacher. The student should have uninterrupted study time.
- Parents and students must be aware that all tests, grades, and assignments come directly from the campus teachers.
- Household pets should not be allowed to interrupt home instruction. If pets are usually kept indoors, they should be confined to a room other than the one in which class is held.
- A student can be dismissed from the homebound program due to excessive unexcused absences. If scheduled instructional time is cancelled, absences will be reported.
- Homebound services cannot begin until the above conditions have been met, and homebound services may be discontinued if these conditions are not maintained.
- The student’s educational program will be planned and carried out on the basis of the limitations of the student and the homebound services program, which cannot provide the same experiences of regular classroom instruction.

I UNDERSTAND AND AGREE TO THE ABOVE RULES.

Parent Signature

Date

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

**Homebound Services Request for Medical Information**  
**Notice for Release/Consent to Request Confidential Information**

We are asking that you authorize the physician or agency named below to release specific records containing confidential information regarding the above-named student.

*Requestor:* International Leadership of Texas  
1820 N. Glenville Dr. #100  
Richardson, TX 75081  
972-479-9078  
972-479-9129 (Fax #)

*Physician or agency to whom request is being made:*

Address:

Phone:

Fax:

*Information requested:* Medical information as related to homebound services

*Purpose of disclosure:*

Determination of Educational Needs

Other:

*Please check the appropriate box:*

Yes  No I have been fully informed and understand that the International Leadership of Texas request for my consent for the release of medical information. I hereby authorize the above-named physician or agency to release the documents described above to International Leadership of Texas.

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

Parent Signature (if student is a minor) \_\_\_\_\_

Date \_\_\_\_\_

Please return this form to Angela Marcellus, Executive Director of Student Services at the address and/or fax number listed above as soon as possible.

### Physician's Verification of Need for Homebound Services

Student's Legal Name:

Date of Birth:

***Please be advised that the student will receive only up to four (4) hours of home instruction per week. Therefore, returning to his/her home campus at the earliest possible date is imperative for peer interaction and educational success.***

1. Date of Physical Exam:

2. Have you recommended a follow-up exam?  Yes  No If yes, when?

3. Check one of the following statements:

The student will be confined to his/her home and/or hospital bedside for a minimum of four consecutive weeks except for visits to the doctor. The period of confinement is expected to last from \_\_\_\_\_ to \_\_\_\_\_

**OR**

The student is chronically ill and expected to be confined for a period of time totaling at least four weeks during the school year.

4. Describe the nature of the condition(s) resulting in the need for homebound services:

5. If the period of confinement is not expected to be continuous, describe the basis for your expectations that the student will be confined for a period of time totaling at least four weeks during the school year. Describe circumstances or conditions of the student that will necessitate confinement (*e.g.*, daily chemotherapy for four weeks):

6. What are the criteria for the student returning to school?

7. Is the student confined to home?  Yes  No If not, is the student able to receive any instructional services on his/her campus (shortened school day, alternate school days, attend special events)?  Yes  No Explain:

8. Are there any accommodations that would enable the student to receive instruction on his/her campus: If yes, explain:

9. Is the student now physically able to perform school work with a homebound teacher?  Yes  No If not, please explain:

10. Is the nature of the condition:  physical  psychological/psychiatric  combination

11. Does the student have a communicable disease that poses a risk to the homebound teacher becoming infected or carrying it to another student? Yes No If yes, describe precautions that should be taken:

12. The period of time the student is expected to receive homebound services is approximately \_\_\_\_\_ weeks.

13. **Anticipated start date:** \_\_\_\_\_ **Anticipated end date:** \_\_\_\_\_

14. Additional comments to aid school staff in serving this student:

Based on my examination, this student (circle one) **has** / **does not have** a serious, acute illness, injury, or a long-term medical condition requiring homebound services.

\_\_\_\_\_

\_\_\_\_\_

Physician's name (printed)

Physician's signature

Date

Physician's address  
Phone #

City, State, Zip

**Note:** Homebound is intended to be a temporary school placement to provide instructional services when the student is unable to attend regular classes due to medical conditions. It is not an alternative placement for students who are habitually truant or simply refuse to attend school.

**Physician's Statement – Homebound Services Release**

TO WHOM IT MAY CONCERN:

\_\_\_\_\_ (student's name) may return to the regular education program effective  
(date). \_\_\_\_\_

Comments:

\_\_\_\_\_

Printed name of physician

\_\_\_\_\_

Signature of physician

Date

**Homebound Services Homebound Work Assignment**

**This assignment is due by (date):**

**Instructions:**

*Please place in homebound box, and include any worksheets, maps, tests, videos, and/or study sheets.*

Thank you.

---

---

Classroom Teacher

*To be completed by homebound teacher:*

Date received:

Due date:

Date completed:

---

---

Homebound teacher signature



### Homebound Services Instructional Log

Student Name:

Student ID #:

Campus:

Grade:

Homebound Teacher:

Week of:

*A copy of this instruction log must be sent to the PEIMS clerk on a weekly basis.*

Weekly attendance is based on the following instructional hours the student is served:

Amount of Time Served per Week	Eligible Days Present Earned per Week
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 <b>or more</b> hours	4 days present (if the week is a 4-day week); 5 days present (if the week is a 5-day week)

Day	Date	Arrival Time	Departure Time	Instructional Time (in min.)	Teacher's initials	Student's initials	Notes/Other
Sun							
Mon							
Tue							
Wed							
Thur							
Fri							
Sat							

**Total Weekly Instructional Time:**

**Total Weekly Days in Attendance:**

\_\_\_\_\_  
Homebound Teacher Signature

\_\_\_\_\_  
Date



*Office use only* Total instructional time (from log) + total travel time + total other time = Total time x /hour = total pay (\$)  
Budget code:

### **Homebound Services Teacher Notification**

Teacher:

Student:

Grade:

Date:

Dear Teacher:

The student named above has been placed in the Homebound Services Program. As of the date stated above, he/she will receive attendance credit according to the instructional hours the student is provided at home.. The attendance clerk will adjust attendance accordingly.

Since the student, in most cases, will be returning to your class when his/her condition allows, I will be asking you for weekly assignments and tests. Once completed, I will return these assignments and tests for your grading. Assignment sheets for the following week will be placed in your box. Please list assignments and tests in the space provided and return to the appropriate homebound box as soon as possible. **Prompt return of the assignments and graded work is greatly appreciated. THIS IS ESSENTIAL.**

It is impossible for homebound services to provide curriculum and materials for the numerous programs and subjects offered by International Leadership of Texas. Please provide all worksheets, manipulatives, and other materials needed to implement your lessons.

Homebound sessions will typically be scheduled for four hours per week, or as determined by the student's ARD Committee and or GEH Committee, during which all academic areas are covered. Approximately 90% of all assignments have to be completed independently by the student. Any accommodations you can make to help the homebound student be successful in your class are greatly appreciated.

If you have any questions or concerns, I may be reached at

Thank you for your assistance.

---

Homebound Teacher

**Homebound Services Attendance Notification**

**To: Campus Attendance Clerks**

**RE: Homebound Student**

Student:

Grade:

Start Date:

This student qualifies for Homebound Services. He/she will be marked absent by the classroom teacher. The classroom teachers absences will need to be modified in accordance with the SAAH. The table below outlines eligible days present earned per week.

<b>Amount of Time Served per Week</b>	<b>Eligible Days Present Earned per Week</b>
1 hour	1 day present
2 hours	2 days present
3 hours	3 days present
4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)
More than 4 hours	4 days present (if the week is a 4-day week) 5 days present (if the week is a 5-day week)

The homebound teacher will submit weekly logs on Monday following a week of service. Please do NOT modify an absence without the instructional log.

Thank you,

\_\_\_\_\_  
Campus Homebound Coordinator

**Homebound Services Dismissal Notification**

**To: Campus Attendance Clerks and Teachers**

**RE: Homebound Student**

Student:

Grade:

Dismissal Date:

This student will be returning to school as of the dismissal date listed above. He/she will not longer be enrolled in the Homebound Services Program. As of the dismissal date, the classroom teacher should count the student absent if he/she does not attend class as regularly scheduled. You will be notified if the student should need homebound services again.

Thank you,

---

Campus Homebound Coordinator

# Cover Sheet

## CONSIDER/ACT TO APPROVE TARGETED IMPROVEMENT PLANS

**Section:** IV. Board Action Items  
**Item:** E. CONSIDER/ACT TO APPROVE TARGETED IMPROVEMENT PLANS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Resolution -- Approve TIP --for 20180919.pdf

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

**WHEREAS**, the Board of Directors of the International American Education Federation, Inc., dba International Leadership of Texas (“ILTexas”) desire to proceed with Targeted Improvement Plans for improving the performance of six ILTexas campuses which were rated either as “Improvement Required” or as “Comprehensive” after the 2017-2018 School Year;

**WHEREAS**, the Board of Directors have reviewed and have been briefed on six such Plans and desire to have those Plans implemented;

**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 Resolution:

**BE IT HEREBY RESOLVED:**

**That the six Targeted Improvement Plans attached hereto collectively as Exhibit A are approved and that Administration is authorized to implement said six Targeted Improvement Plans.**

*[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 **19<sup>th</sup> DAY OF September, 2018.**

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

\_\_\_\_\_  
Mr. Curtis Donaldson, 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 **September 19, 2018**, which Resolution is in full force and effect and has not been revoked or amended.*

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



# Cover Sheet

## CONSIDER/ACT TO AUTHORIZE BORROWING FROM CLIFTON HIGHER EDUCATION FINANCE CORPORATION

**Section:** IV. Board Action Items  
**Item:** F. CONSIDER/ACT TO AUTHORIZE BORROWING FROM CLIFTON  
HIGHER EDUCATION FINANCE CORPORATION  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ILT 2018 Numbers (Hamlin\_9.17.2018).pdf



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SOURCES AND USES OF FUNDS

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Sources:	Education Revenue Bonds, Series 2018A	Taxable Education Revenue Bonds, Series 2018B	Subordinate Education Revenue Bonds, Series 2018C	Total
Bond Proceeds:				
Par Amount	53,545,000.00	1,560,000.00	1,615,213.33	56,720,213.33
	53,545,000.00	1,560,000.00	1,615,213.33	56,720,213.33
Uses:				
Project Fund Deposits:				
Grand Prairie K8 - Purchase Price	23,975,000.00	650,000.00		24,625,000.00
Katy K8 - Purchase Price	24,475,000.00	650,000.00	460,540.00	25,585,540.00
Grand Prairie K8 - Reimbursements			504,673.33	504,673.33
Katy K8 - Reimbursements			650,000.00	650,000.00
	48,450,000.00	1,300,000.00	1,615,213.33	51,365,213.33
Other Fund Deposits:				
Debt Service Reserve Fund	4,025,300.00			4,025,300.00
Delivery Date Expenses:				
Cost of Issuance	1,066,743.63	256,675.21		1,323,418.84
Other Uses of Funds:				
Additional Proceeds	2,956.37	3,324.79		6,281.16
	53,545,000.00	1,560,000.00	1,615,213.33	56,720,213.33

Note: Verify \$650,000 taxable amounts with ILT



SOURCES AND USES OF FUNDS

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Sources:

Bond Proceeds:	
Par Amount	56,720,213.33
	56,720,213.33

Uses:

Project Fund Deposits:	
Grand Prairie K8 - Purchase Price	24,625,000.00
Katy K8 - Purchase Price	25,585,540.00
Grand Prairie K8 - Reimbursements	504,673.33
Katy K8 - Reimbursements	650,000.00
	51,365,213.33
Other Fund Deposits:	
Debt Service Reserve Fund	4,025,300.00
Delivery Date Expenses:	
Cost of Issuance	1,323,418.84
Other Uses of Funds:	
Additional Proceeds	6,281.16
	56,720,213.33

Note: Verify \$650,000 taxable amounts with ILT



BOND SUMMARY STATISTICS

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Dated Date	09/28/2018
Delivery Date	09/28/2018
Last Maturity	03/01/2029
Arbitrage Yield	6.020490%
True Interest Cost (TIC)	6.038380%
Net Interest Cost (NIC)	6.029490%
All-In TIC	6.365232%
Average Coupon	6.029490%
Average Life (years)	9.804
Duration of Issue (years)	7.466
Par Amount	56,720,213.33
Bond Proceeds	56,720,213.33
Total Interest	33,528,399.40
Net Interest	33,528,399.40
Total Debt Service	90,248,612.73
Maximum Annual Debt Service	51,724,027.63
Average Annual Debt Service	8,656,941.27
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
Total Underwriter's Discount	
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Bond Component	56,720,213.33	100.000	6.029%	9.804
	56,720,213.33			9.804

	TIC	All-In TIC	Arbitrage Yield
Par Value	56,720,213.33	56,720,213.33	55,160,213.33
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-1,323,418.84	
- Other Amounts			
Target Value	56,720,213.33	55,396,794.49	55,160,213.33
Target Date	09/28/2018	09/28/2018	09/28/2018
Yield	6.038380%	6.365232%	6.020490%



BOND PRICING

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Bond Component	Maturity Date	Amount	Rate	Yield	Price
Bond Component:					
	03/01/2020	22,535.35		6.104%	100.000
	03/01/2020	500,000.00	8.200%	8.200%	100.000
	03/01/2021	23,887.47		6.063%	100.000
	03/01/2021	650,000.00	8.200%	8.200%	100.000
	03/01/2022	335,320.72		6.046%	100.000
	03/01/2022	410,000.00	8.200%	8.200%	100.000
	03/01/2023	856,839.96		6.037%	100.000
	03/01/2024	908,450.36		6.031%	100.000
	03/01/2025	965,157.38		6.027%	100.000
	03/01/2026	1,021,966.83		6.024%	100.000
	03/01/2027	1,083,884.84		6.021%	100.000
	03/01/2028	1,145,917.93		6.020%	100.000
	03/01/2029	48,796,252.49		6.018%	100.000
		56,720,213.33			

Dated Date	09/28/2018	
Delivery Date	09/28/2018	
First Coupon	03/01/2019	
Par Amount	56,720,213.33	
Original Issue Discount		
Production	56,720,213.33	100.000000%
Underwriter's Discount		
Purchase Price	56,720,213.33	100.000000%
Accrued Interest		
Net Proceeds	56,720,213.33	



BOND DEBT SERVICE BREAKDOWN

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Period Ending	Education Revenue Bonds, Series 2018A	Taxable Education Revenue Bonds, Series 2018B	Subordinate Education Revenue Bonds, Series 2018C	Total
06/30/2019	1,445,715	54,366	43,610.76	1,543,691.76
06/30/2020	3,212,700	627,920	119,448.15	3,960,068.15
06/30/2021	3,212,700	736,920	119,448.15	4,069,068.15
06/30/2022	3,522,700	443,620	119,448.16	4,085,768.16
06/30/2023	4,024,100		119,448.14	4,143,548.14
06/30/2024	4,024,300		119,448.14	4,143,748.14
06/30/2025	4,026,500		119,448.14	4,145,948.14
06/30/2026	4,025,400		119,448.15	4,144,848.15
06/30/2027	4,026,000		119,448.16	4,145,448.16
06/30/2028	4,023,000		119,448.15	4,142,448.15
06/30/2029	50,286,400		1,437,627.63	51,724,027.63
	85,829,515	1,862,826	2,556,271.73	90,248,612.73



BOND DEBT SERVICE

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Period Ending	Principal	Interest	Debt Service
06/30/2019		1,543,691.76	1,543,691.76
06/30/2020	522,535.35	3,437,532.80	3,960,068.15
06/30/2021	673,887.47	3,395,180.68	4,069,068.15
06/30/2022	745,320.72	3,340,447.44	4,085,768.16
06/30/2023	856,839.96	3,286,708.18	4,143,548.14
06/30/2024	908,450.36	3,235,297.78	4,143,748.14
06/30/2025	965,157.38	3,180,790.76	4,145,948.14
06/30/2026	1,021,966.83	3,122,881.32	4,144,848.15
06/30/2027	1,083,884.84	3,061,563.32	4,145,448.16
06/30/2028	1,145,917.93	2,996,530.22	4,142,448.15
06/30/2029	48,796,252.49	2,927,775.14	51,724,027.63
	56,720,213.33	33,528,399.40	90,248,612.73





COST OF ISSUANCE

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

Cost of Issuance	\$/1000	Amount
Attorney General	0.22347	12,675.21
Trustee	0.17630	10,000.00
Bond Counsel	3.08532	175,000.00
Appraisals	0.41431	23,500.00
Underwriter's Counsel	0.88152	50,000.00
Financial Advisor	4.00000	226,880.85
Bond Counsel - Expenses	0.01763	1,000.00
Title Company	2.00000	113,440.43
Surveys	0.52891	30,000.00
TEFRA Hearing	0.04408	2,500.00
Issuer	0.31735	18,000.00
Issuer Counsel	0.08815	5,000.00
Issuer Financial Advisor	0.02645	1,500.00
Purchaser Counsel	0.52891	30,000.00
Underwriter	2.00000	113,440.43
Bondholder Representative Fee	1.50000	85,080.32
Special Purpose Financial Advisor	7.50000	425,401.60
	23.33240	1,323,418.84



COST OF ISSUANCE

Clifton Higher Education Finance Corporation  
 International Leadership of Texas  
 Education Revenue Bonds, Series 2018AB&C  
 \*\*\*Preliminary - For Discussion Purposes Only\*\*\*  
 September 17, 2018

	Education Revenue Bonds, Series 2018A	Taxable Education Revenue Bonds, Series 2018B	Total
Attorney General	9,500.00	3,175.21	12,675.21
Trustee	5,000.00	5,000.00	10,000.00
Financial Advisor	226,880.85		226,880.85
Bond Counsel - Expenses	1,000.00		1,000.00
Title Company	113,440.43		113,440.43
Surveys	30,000.00		30,000.00
TEFRA Hearing	2,500.00		2,500.00
Issuer	18,000.00		18,000.00
Issuer Counsel	5,000.00		5,000.00
Issuer Financial Advisor	1,500.00		1,500.00
Purchaser Counsel	30,000.00		30,000.00
Underwriter	113,440.43		113,440.43
Bondholder Representative Fee	85,080.32		85,080.32
Special Purpose Financial Advisor	425,401.60		425,401.60
Bond Counsel		175,000.00	175,000.00
Appraisals		23,500.00	23,500.00
Underwriter's Counsel		50,000.00	50,000.00
	1,066,743.63	256,675.21	1,323,418.84



SOURCES AND USES OF FUNDS

International Leadership of Texas  
Education Revenue Bonds, Series 2018A

Sources:

Bond Proceeds:	
Par Amount	53,545,000.00
	<u>53,545,000.00</u>

Uses:

Project Fund Deposits:	
Grand Prairie K8 - Purchase Price	23,975,000.00
Katy K8 - Purchase Price	<u>24,475,000.00</u>
	48,450,000.00
Other Fund Deposits:	
Debt Service Reserve Fund	4,025,300.00
Delivery Date Expenses:	
Cost of Issuance	1,066,743.63
Other Uses of Funds:	
Additional Proceeds	2,956.37
	<u>53,545,000.00</u>

Note: Verify \$650,000 taxable amounts with ILT



BOND SUMMARY STATISTICS

International Leadership of Texas  
Education Revenue Bonds, Series 2018A

Dated Date	09/28/2018
Delivery Date	09/28/2018
Last Maturity	03/01/2029
Arbitrage Yield	6.020490%
True Interest Cost (TIC)	6.020472%
Net Interest Cost (NIC)	6.014964%
All-In TIC	6.292822%
Average Coupon	6.014964%
Average Life (years)	10.024
Duration of Issue (years)	7.632
Par Amount	53,545,000.00
Bond Proceeds	53,545,000.00
Total Interest	32,284,515.00
Net Interest	32,284,515.00
Total Debt Service	85,829,515.00
Maximum Annual Debt Service	50,286,400.00
Average Annual Debt Service	8,233,047.00
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
Total Underwriter's Discount	
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Bond Component	53,545,000.00	100.000	6.015%	10.024
	53,545,000.00			10.024

	TIC	All-In TIC	Arbitrage Yield
Par Value	53,545,000.00	53,545,000.00	53,545,000.00
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-1,066,743.63	
- Other Amounts			
Target Value	53,545,000.00	52,478,256.37	53,545,000.00
Target Date	09/28/2018	09/28/2018	09/28/2018
Yield	6.020472%	6.292822%	6.020490%



BOND PRICING

International Leadership of Texas  
Education Revenue Bonds, Series 2018A

Bond Component	Maturity Date	Amount	Rate	Yield	Price
Bond Component:					
	03/01/2022	310,000		6.046%	100.000
	03/01/2023	830,000		6.037%	100.000
	03/01/2024	880,000		6.031%	100.000
	03/01/2025	935,000		6.027%	100.000
	03/01/2026	990,000		6.024%	100.000
	03/01/2027	1,050,000		6.021%	100.000
	03/01/2028	1,110,000		6.020%	100.000
	03/01/2029	47,440,000		6.018%	100.000
		53,545,000			

Dated Date	09/28/2018	
Delivery Date	09/28/2018	
First Coupon	03/01/2019	
Par Amount	53,545,000.00	
Original Issue Discount		
Production	53,545,000.00	100.000000%
Underwriter's Discount		
Purchase Price	53,545,000.00	100.000000%
Accrued Interest		
Net Proceeds	53,545,000.00	



BOND DEBT SERVICE

International Leadership of Texas  
Education Revenue Bonds, Series 2018A

Period Ending	Principal	Interest	Debt Service
06/30/2019		1,445,715	1,445,715
06/30/2020		3,212,700	3,212,700
06/30/2021		3,212,700	3,212,700
06/30/2022	310,000	3,212,700	3,522,700
06/30/2023	830,000	3,194,100	4,024,100
06/30/2024	880,000	3,144,300	4,024,300
06/30/2025	935,000	3,091,500	4,026,500
06/30/2026	990,000	3,035,400	4,025,400
06/30/2027	1,050,000	2,976,000	4,026,000
06/30/2028	1,110,000	2,913,000	4,023,000
06/30/2029	47,440,000	2,846,400	50,286,400
	53,545,000	32,284,515	85,829,515



SOURCES AND USES OF FUNDS

International Leadership of Texas  
Taxable Education Revenue Bonds, Series 2018B

Sources:

Bond Proceeds:	
Par Amount	1,560,000.00
	1,560,000.00

Uses:

Project Fund Deposits:	
Grand Prairie K8 - Purchase Price	650,000.00
Katy K8 - Purchase Price	650,000.00
	1,300,000.00
Delivery Date Expenses:	
Cost of Issuance	256,675.21
Other Uses of Funds:	
Additional Proceeds	3,324.79
	1,560,000.00

Note: Verify \$650,000 taxable amounts with ILT



BOND SUMMARY STATISTICS

International Leadership of Texas  
Taxable Education Revenue Bonds, Series 2018B

Dated Date	09/28/2018
Delivery Date	09/28/2018
Last Maturity	03/01/2022
Arbitrage Yield	8.204873%
True Interest Cost (TIC)	8.204873%
Net Interest Cost (NIC)	8.200000%
All-In TIC	17.097529%
Average Coupon	8.200000%
Average Life (years)	2.367
Duration of Issue (years)	2.178
Par Amount	1,560,000.00
Bond Proceeds	1,560,000.00
Total Interest	302,826.00
Net Interest	302,826.00
Total Debt Service	1,862,826.00
Maximum Annual Debt Service	736,920.00
Average Annual Debt Service	543,890.80
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
<hr/>	
Total Underwriter's Discount	
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Bond Component	1,560,000.00	100.000	8.200%	2.367
	1,560,000.00			2.367

	TIC	All-In TIC	Arbitrage Yield
Par Value	1,560,000.00	1,560,000.00	1,560,000.00
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense		-256,675.21	
- Other Amounts			
Target Value	1,560,000.00	1,303,324.79	1,560,000.00
Target Date	09/28/2018	09/28/2018	09/28/2018
Yield	8.204873%	17.097529%	8.204873%





BOND PRICING

International Leadership of Texas  
Taxable Education Revenue Bonds, Series 2018B

Bond Component	Maturity Date	Amount	Rate	Yield	Price
Bond Component:					
	03/01/2020	500,000	8.200%	8.200%	100.000
	03/01/2021	650,000	8.200%	8.200%	100.000
	03/01/2022	410,000	8.200%	8.200%	100.000
		1,560,000			

Dated Date	09/28/2018	
Delivery Date	09/28/2018	
First Coupon	03/01/2019	
Par Amount	1,560,000.00	
Original Issue Discount		
Production	1,560,000.00	100.000000%
Underwriter's Discount		
Purchase Price	1,560,000.00	100.000000%
Accrued Interest		
Net Proceeds	1,560,000.00	



BOND DEBT SERVICE

International Leadership of Texas  
Taxable Education Revenue Bonds, Series 2018B

Period Ending	Principal	Interest	Debt Service
06/30/2019		54,366	54,366
06/30/2020	500,000	127,920	627,920
06/30/2021	650,000	86,920	736,920
06/30/2022	410,000	33,620	443,620
	1,560,000	302,826	1,862,826



SOURCES AND USES OF FUNDS

International Leadership of Texas  
Subordinate Education Revenue Bonds, Series 2018C

Sources:

Bond Proceeds:	
Par Amount	1,615,213.33
	1,615,213.33

Uses:

Project Fund Deposits:	
Katy K8 - Purchase Price	460,540.00
Grand Prairie K8 - Reimbursements	504,673.33
Katy K8 - Reimbursements	650,000.00
	1,615,213.33

Note: Verify \$650,000 taxable amounts with ILT



BOND SUMMARY STATISTICS

International Leadership of Texas  
Subordinate Education Revenue Bonds, Series 2018C

Dated Date	09/28/2018
Delivery Date	09/28/2018
Last Maturity	03/01/2029
Arbitrage Yield	6.020490%
True Interest Cost (TIC)	6.021126%
Net Interest Cost (NIC)	6.015487%
All-In TIC	6.021126%
Average Coupon	6.015487%
Average Life (years)	9.685
Duration of Issue (years)	7.395
Par Amount	1,615,213.33
Bond Proceeds	1,615,213.33
Total Interest	941,058.40
Net Interest	941,058.40
Total Debt Service	2,556,271.73
Maximum Annual Debt Service	1,437,627.63
Average Annual Debt Service	245,205.92
Underwriter's Fees (per \$1000)	
Average Takedown	
Other Fee	
<hr/>	
Total Underwriter's Discount	
Bid Price	100.000000

Bond Component	Par Value	Price	Average Coupon	Average Life
Bond Component	1,615,213.33	100.000	6.015%	9.685
	1,615,213.33			9.685

	TIC	All-In TIC	Arbitrage Yield
Par Value	1,615,213.33	1,615,213.33	1,615,213.33
+ Accrued Interest			
+ Premium (Discount)			
- Underwriter's Discount			
- Cost of Issuance Expense			
- Other Amounts			
Target Value	1,615,213.33	1,615,213.33	1,615,213.33
Target Date	09/28/2018	09/28/2018	09/28/2018
Yield	6.021126%	6.021126%	6.020490%



BOND PRICING

International Leadership of Texas  
Subordinate Education Revenue Bonds, Series 2018C

Bond Component	Maturity Date	Amount	Rate	Yield	Price
Bond Component:					
	03/01/2020	22,535.35		6.104%	100.000
	03/01/2021	23,887.47		6.063%	100.000
	03/01/2022	25,320.72		6.046%	100.000
	03/01/2023	26,839.96		6.037%	100.000
	03/01/2024	28,450.36		6.031%	100.000
	03/01/2025	30,157.38		6.027%	100.000
	03/01/2026	31,966.83		6.024%	100.000
	03/01/2027	33,884.84		6.021%	100.000
	03/01/2028	35,917.93		6.020%	100.000
	03/01/2029	1,356,252.49		6.018%	100.000
		1,615,213.33			

Dated Date	09/28/2018	
Delivery Date	09/28/2018	
First Coupon	03/01/2019	
Par Amount	1,615,213.33	
Original Issue Discount		
Production	1,615,213.33	100.000000%
Underwriter's Discount		
Purchase Price	1,615,213.33	100.000000%
Accrued Interest		
Net Proceeds	1,615,213.33	



BOND DEBT SERVICE

International Leadership of Texas  
Subordinate Education Revenue Bonds, Series 2018C

Period Ending	Principal	Interest	Debt Service
06/30/2019		43,610.76	43,610.76
06/30/2020	22,535.35	96,912.80	119,448.15
06/30/2021	23,887.47	95,560.68	119,448.15
06/30/2022	25,320.72	94,127.44	119,448.16
06/30/2023	26,839.96	92,608.18	119,448.14
06/30/2024	28,450.36	90,997.78	119,448.14
06/30/2025	30,157.38	89,290.76	119,448.14
06/30/2026	31,966.83	87,481.32	119,448.15
06/30/2027	33,884.84	85,563.32	119,448.16
06/30/2028	35,917.93	83,530.22	119,448.15
06/30/2029	1,356,252.49	81,375.14	1,437,627.63
	1,615,213.33	941,058.40	2,556,271.73

# Cover Sheet

## CONSIDER/ACT TO SELECT FINANCING TEAM TO ISSUE BONDS FROM A HIGHER EDUCATION FINANCE CORPORATION

**Section:** IV. Board Action Items  
**Item:** G. CONSIDER/ACT TO SELECT FINANCING TEAM TO ISSUE BONDS  
FROM A HIGHER EDUCATION FINANCE CORPORATION  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** ILT Summary of RFP Proposals with Scorecard Underwriters.pdf

## Summary of Proposals for Underwriting Services International Leadership of Texas Proposed Series 2019 Bonds Purchase of 11 Campuses

Firm	Proposed Expenses (20%)			Experience: Last Three Years of Charter School Deals (30%)									Plan of Finance (50%)		Point Total	Weight Total	Overall Rank
	Underwriter's Discount			Charter School Bonds			Texas Charter Bonds			Non-Rated Charter Bonds			Plan of Finance				
	Takedown + Fee	Rank	Points	# of Issues	Rank	Points	# of Issues	Rank	Points	# of Issues	Rank	Points	Rank	Points			
BB&T Capital Mkts	7.50	1	6	57	1	6	5	3	4	37	1	6	1	6	28	6	1
Robert W. Baird	8.50	3	4	43	3	4	10	2	5	7	4	3	1	6	22	5	2
Ziegler	8.95	4	3	19	4	3	1	5	2	11	3	4	1	6	18	5	3
RBC CM	12.50	6	1	55	2	5	17	1	6	12	2	5	6	1	18	2	3
DA Davidson	9.00	5	2	11	5	2	-	6	1	-	6	1	4	3	9	2	5
CapStone Headwaters	7.50	1	6	-	7	0	-	6	1	-	6	1	7	0	8	1	6
Hutchinson Shockey	17.00	7	0	4	6	1	3	4	3	3	5	2	5	2	8	2	6

### Plan of Finance Scoring

- Well developed plan of finance that takes into account ILT's mission, vision and strategic plan, to include four additional buildings and potential for future strategic growth
- Fully vetted submissions which include preliminary interest rate scales and discussion of bond structuring to include call features, interest-only options
- Clear understanding of how to leverage ILT's strengths while being transparent about credit concerns, including discussion of current and proposed covenants, to include additional bonds test
- Overview of current Series 2015 bondholders and potential charter school bondholders active in the market with details of marketing plan to include timetable
- Discussion of path forward for ILT to achieve higher credit rating with potential timing including details on recommended steps to improve coverage, liquidity, etc.
- Proposed alternative financing structures with creative, but achievable and realistic ideas for purchasing existing campuses, could include developer involvement
- Firm's experience matches proposed plan of finance, proven ability to deliver on plan as described based on market experience and case studies



# Cover Sheet

## CONSIDER/ACT TO DETERMINE COURSE OF ACTION RESPECTING DISPUTED PROPERTY TAX CLAIMS

**Section:** VI. Board Action Items II  
**Item:** A. CONSIDER/ACT TO DETERMINE COURSE OF ACTION  
RESPECTING DISPUTED PROPERTY TAX CLAIMS  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** This Page is Blank.docx

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