



International Leadership of Texas, Inc.

January 27, 2021 Regular Board Meeting

Date and Time

Wednesday January 27, 2021 at 6:15 PM CST

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 to be considered by 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 set forth herein.

Special Notice: Public Meetings at Headquarters are Suspended Until Further Notice:

International Leadership of Texas Board of Directors will be holding its regularly scheduled public board meeting at the date and time noticed above. Members of the public will be able to watch the meeting via the link <https://zoom.us/j/801651349> or by a link that will be posted on the ILTexas.org website (click the button "Board Meetings" to view any updates to this Notice).

If you would like to sign up to speak at the meeting, please send your name to board@iltexas.org, 24-Hours in advance of the noticed Meeting time so that we will be able to promote you to a panelist, which will allow you to speak with our board members.

It normally is the intent of the Board to have a quorum physically present at the above address and to allow any Board members not physically present to participate by live two-way video and audio feed in accordance with the Texas Open Meetings Act. However, due to the COVID-19 Coronavirus Pandemic and the governmental and administrative responses to that Pandemic, the Board intends to conduct the Meeting via videoconference. A quorum of the Board will not be physically present at the usual Headquarters address. Neither will the presiding officer physically be present there. Nevertheless, the Meeting will be open to the public. Every effort will be made to facilitate public viewing of the Meeting while it is in progress via live video feed and, subject to limitations of the technology and logistics, to allow the usual opportunities for those who wish to speak to do so. Please access this Agenda via the ILTexas website as the time of the Meeting approaches, in order to find any additional information or updated links concerning the Meeting.

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. 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 Simmensen, For ILTexas' Board

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:15 PM
Opening Items			
A. Record Attendance and Guests			
B. Call the Meeting to Order			
II. Public Speakers			
Board Services			
A. Guests speaking, if any	FYI		
III. Approve Minutes of Prior Meetings			
A. APPROVE MINUTES OF DECEMBER 16, 2020 REGULAR BOARD MEETING	Approve Minutes		
Approve the Minutes of the December 16, 2020 Regular Board Meeting.			
IV. Superintendent-CEO Report and Information Items			
A. SUPERINTENDENT-CEO REPORT	FYI	Eddie Conger	
B. SCHOOL LEADERSHIP REPORT	FYI	Dr. Thomas Seaberry	
C. CHIEF ACADEMIC OFFICER REPORT	FYI	Dr. Laura Carrasco	
D. CHIEF ADMINISTRATIVE OFFICER REPORT	FYI	Jerry McCreight	
V. Executive Session			
A. AUTHORIZATION	FYI		
Closed Session for Any and All Reasons Permissible by Texas Law, including, but not limited to, Texas Government Code Sections 551.071, 551.072, 551.073, 551.074, 551.075, 551.076, 551.082, 551.083, 551.084, pertaining to any item listed on this agenda, as permitted by applicable law.			

	Purpose	Presenter	Time
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VI. Board Items for Discussion/Action

A. CONSIDER/ACT ON DECEMBER 2020 FINANCIAL REPORT

Vote

James
Dworkin

Discuss/Take Action to approve the December, 2020 International Leadership of Texas, Inc. Financial Report.

B. CONSIDER/ACT ON SUPERINTENDENT AUTHORITY TO EXECUTE PROPERTY EASEMENTS

Vote

Eddie
Conger

Discuss/Take Action to Authorize the Superintendent to execute property easements, right of ways, and other real property issues on property owned by ILTexas and with entities including, but not limited to, the City of Fort Worth, *et al.*

C. CONSIDER/ACT ON CHANGE ORDER FOR KATY-WESTPARK HS AND AGGIELAND HS PROJECTS

Vote

Eddie
Conger

Discuss/Take Action to approve Change Order for construction and remodeling underway on campuses of Katy-Westpark High School and Aggieland High School. Specifically, reduce the expenditure on the Katy-Westpark High School construction/remodeling contract by \$155,250.00 and increase the expenditure on the Aggieland High School construction/remodeling contract.

D. CONSIDER/ACT TO APPROVE EXPANSION CAMPUSES FOR MANSFIELD, PEARLAND AND FT. BEND

Vote

Eddie
Conger

Discuss/Take Action to authorize Superintendent to open a new ILTexas campuses in the Mansfield, Pearland, and Ft. Bend Areas and to procure from the Texas Education Agency Expansion Charter Amendments approving such. Discussion/Action to include consideration of business plan, determination that the growth proposed is financially prudent relative to the financial and operational strength of the charter school, and adoption of authorizing Resolution.

E. CONSIDER/ACT TO AUTHORIZE ADMINISTRATION TO APPLY FOR PSF

Vote

Eddie
Conger

Discuss/Take Action to authorize application for funds in the amount of \$110 Million from the Texas Permanent School Fund; adopt Resolution authorizing same.

F. CONSIDER/ACT TO SELECT ARCHITECT FOR NEW ILTEXAS HEADQUARTERS

Vote

Charles
Klein

Discuss/Take Action to approve Perkins&Will as the architect and authorize the Superintendent to enter into a contract with said architect not to exceed \$250,000.00 for remodeling of the new district headquarters.

VII. Closing Items

A. Adjourn Meeting

Vote

Coversheet

APPROVE MINUTES OF DECEMBER 16, 2020 REGULAR BOARD MEETING

Section: III. Approve Minutes of Prior Meetings
Item: A. APPROVE MINUTES OF DECEMBER 16, 2020 REGULAR BOARD MEETING
Purpose: Approve Minutes
Submitted by:
Related Material: 2020_12_16_board_meeting_minutes (draft).pdf



International Leadership of Texas, Inc.

December 16, 2020 Regular Meeting and Public Hearing of the Charter FIRST Rating Report

Date and Time

Wednesday December 16, 2020 at 6:15 PM CST

MINUTES

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 to be considered by 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 set forth herein.

Special Notice: Public Presentation and Hearing of the International Leadership of Texas 2019-2020 Financial Integrity Rating System of Texas (FIRST) Ratings Report

In compliance with [19 TAC §109.1001](#), in conjunction with the above-noticed Regular Meeting, the Board of Directors will be holding the annual Presentation and Hearing of the report of the school's 2019-2020 Charter FIRST ratings at the same date and time. As to this Presentation and Hearing, 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, at least ten calendar days in advance of the Presentation and Hearing. As to the above-noticed Regular Meeting, items noticed may be revised until 72 hours in advance of the Regular Meeting. The items on the Agenda for the Presentation and Hearing and the Regular Meeting may be taken in any order.

Special Notice: Public Meetings at Headquarters are Suspended Until Further Notice:

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/s/ Finn Simmenssen, For ILTexas' Board

Directors Present

James Williams, Tracy Cox, Soner Tarim, Peter Gudmundsson, Chris Moreland

Directors Absent

Lynne Beach

Guests Present

Rick Nguyen (UTD)

Agenda

Purpose Presenter Time

I. Opening Items

6:15 PM

- A. Record Attendance and Guests
- B. Call the Meeting to Order

Board President James Williams called the Meeting to order at 6:18 p.m.

II. Annual Presentation and Public Hearing of Charter FIRST Report

- A. CALL TO ORDER FYI MajGen James Williams

Board President James Williams called the Charter FIRST Presentation and Hearing to order at 6:19 p.m.

- B. PRESENTATION OF FINANCIAL INTEGRITY RATING SYSTEM OF TEXAS (FIRST) REPORT FYI MajGen James Williams

CFO James Dworkin presented the FIRST Report to the Board.

- C. ADJOURN CHARTER FIRST REPORT PRESENTATION AND PUBLIC HEARING

The Charter FIRST Presentation and Hearing concluded at 6:26 p.m.

III. Public Speakers

- A. Guests who spoke, if any FYI

There were no public speakers.

IV. Approve Minutes of Prior Meetings

- A. APPROVE MINUTES OF NOVEMBER 18, 2020 REGULAR BOARD MEETING Vote

Approve minutes for November 18, 2020 Regular Board Meeting on November 18, 2020

On motion of Soner Tarim seconded by Peter Gudmundsson, the Board unanimously approved the Minutes of the November 18, 2020 Regular Meeting.

- B. APPROVE MINUTES OF DECEMBER 3, 2020 SPECIAL BOARD MEETING Vote

Approve minutes for December 3, 2020 Special board Meeting on December 3, 2020

On motion of Chris Moreland seconded by Peter Gudmundsson, the Board unanimously approved the Minutes of the December 3, 2020 Special Meeting.

V. Superintendent-CEO Report and Information Items

A. SUPERINTENDENT-CEO REPORT

FYI Eddie Conger

Superintendent-CEO Eddie Conger reported to the Board and introduced further reports by:
 Executive Director of Human Resources Claudia Neira
 Chief Equity Officer Regina Jones
 School Nurse Karen Canady Barnes

B. SCHOOL LEADERSHIP REPORT

FYI Dr. Thomas Seaberry

There was no School Leadership Report.

C. CHIEF ACADEMIC OFFICER REPORT

FYI Dr. Laura Carrasco

Chief Academic Officer Dr. Laura Carrasco reported to the Board.

D. CHIEF ADMINISTRATIVE OFFICER REPORT

FYI Jerry McCreight

Chief Administrative Officer Jerry McCreight reported to the Board.

VI. Executive Session

A. AUTHORIZATION

FYI

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

The Board entered Executive Session at 7:07 p.m. and returned to Open Session at 7:15 p.m., having conducted no votes and having made no decisions while in Executive Session.

VII. Board Items for Discussion/Action

A. CONSIDER/ACT ON NOVEMBER, 2020 FINANCIAL REPORT

Vote James Dworkin

Discuss/Take Action to approve the November, 2020 Financial Report.

CFO James Dworkin reported to the Board

On motion of Peter Gudmundsson seconded by Soner Tarim, the Board unanimously approved the November, 2020 Financial Report.

B. CONSIDER/ACT ON SUPERINTENDENT EVALUATION METRIC FOR 2020-2021 SCHOOL YEAR

Vote Eddie Conger

Discuss/Take Action to approve a metric for evaluation of Superintendent performance for the 2020-2021 School Year.

On motion of Soner Tarim seconded by Chris Moreland, the Board unanimously approved the proposed metric.

C. CONSIDER/ACT ON SUPERINTENDENT CONTRACT

Vote Eddie Conger

Discuss/Take Action to approve Superintendent's contract.

MajGen James Williams read into the record wording of a motion to accept and extend the Superintendent Contract for the next year with the addition and creation of an annuity plan with a one-time deposit with monthly contributions with the administrative details to be addressed at a date before the end of the 2020-2021 School Year. So moved Soner Tarim. Peter Gudmundsson seconded Mr. Tarim's motion. The board voted unanimously in favor of the motion.

D. CONSIDER/ACT AUTHORIZING SUPERINTENDENT TO ENGAGE BELLWETHER CONSULTING FO STRATEGIC PLANNING

Vote Eddie Conger

Discuss/Take Action to authorize Superintendent to engage Bellwether Consulting to develop a Strategic Plan for ILTexas.

VIII. Closing Items

A. Adjourn Meeting

Vote

On motion of Peter Gudmundsson seconded by Chris Moreland, the Board unanimously adjourned at 7:31 p.m.

Coversheet

SUPERINTENDENT-CEO REPORT

Section: IV. Superintendent-CEO Report and Information Items
Item: A. SUPERINTENDENT-CEO REPORT
Purpose: FYI
Submitted by:
Related Material: This Page is Blank.docx

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Coversheet

SCHOOL LEADERSHIP REPORT

Section: IV. Superintendent-CEO Report and Information Items
Item: B. SCHOOL LEADERSHIP REPORT
Purpose: FYI
Submitted by:
Related Material: This Page is Blank.docx

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Coversheet

CHIEF ACADEMIC OFFICER REPORT

Section: IV. Superintendent-CEO Report and Information Items
Item: C. CHIEF ACADEMIC OFFICER REPORT
Purpose: FYI
Submitted by:
Related Material: CAO Board Report, January 2021.pdf

ILTexas

Chief Academic Officer

Board Report

97th day of school
(4th week of our 4th grading period)

January 27, 2021
Presented by: Dr. Laura Carrasco



Math & Reading Middle of Year Data

Celebrations: Overall holding steady when compared to our MAP scores same time last year. Notable gains in Grade 3, 6, 7 Reading and Grade 2, 6 & 7 Math. We also saw a 2 percentage point increase in Algebra I Interim Assessment comparable data. Conversely, we are addressing dips averaging 4 percentage points in grade 5 & 8 Reading and grade 4, 5 & 8 math.

PD Priority:

Relationships, Relevance,
Rigor & Results (COVID
impact perspective)

CTE Leadership

Hats off to our CTE Leadership team who has developed the first 2 videos of a 6 part series on the college application process titled "Golden Keys, Road to College". These first two episodes were hosted by AGPHS student leaders, principal and our leaders at ASP.

**Chinese &
Spanish Bees in
progress**

**Lunar New
Year: 2/12**

Powered by BoardOnTrack

Fine Arts

K-5 Art & Music: 11,537 Students,
Band: 1,561 Students,
Orchestra: 664 Students,
Choir: 920 Students,
Theater: 1,620 Students,
Guitar: 583 Students,
6-12 Grade Art: 2,749 Students,
Dance: 922 Students,

Total= 20,556 Students

Coversheet

CHIEF ADMINISTRATIVE OFFICER REPORT

Section: IV. Superintendent-CEO Report and Information Items
Item: D. CHIEF ADMINISTRATIVE OFFICER REPORT
Purpose: FYI
Submitted by:
Related Material: Authorized Board Report 1.27.2021.pdf
Authorized Board Notification 1.27.2021 .pdf



INTERNATIONAL LEADERSHIP OF TEXAS

Authorized Position Report

January 27, 2021

20/21 SCHOOL YEAR

Position	# Positions	Positions Filled	Available FTE	Pending	Unfilled
AUX - FOOD SERVICE	14.00	10.00	4.00		4
AUX - MAINTENANCE	34.00	34.00	-		-
AUX - TRANSPORTATION	31.50	18.50	13.00		12
COUNSELOR	51.00	50.00	1.00		1
LIBRARIAN/MEDIA	19.00	18.00	1.00		1
NURSE	16.00	13.00	3.00		3
PARA - CAMPUS	371.00	337.50	33.50	8	26
PARA - DISTRICT	58.50	53.50	5.00	3	2
PROF - CAMPUS	46.00	38.50	7.50		8
PROF - CAMPUS ADMIN	74.00	70.00	4.00	1	3
PROF - DISTRICT	159.00	147.00	12.00	4	8
SLP	13.00	11.00	2.00	-	2
SUPERINTENDENT	1.00	1.00	-		-
TEACHER	1,361.00	1,296.00	65.00	34	31
Total	2,249.00	2,098	151	50	101



INTERNATIONAL LEADERSHIP OF TEXAS

**Faculty and Support Staff New Hires
Subsequent to December 16, 2020
For Board Notification on January 27, 2021**

NEW HIRES FOR THE 20/21 SCHOOL YEAR			
Position	Assignment	Building	Start Date
TEACHER	HIGH	KATY/WESTPARK HIGH	01/05/2021
TEACHER	INTERVENTIONIST	NORTH RICHLAND HILLS MIDDLE	01/06/2021
TEACHER	ELEMENTARY	LANCASTER ELEMENTARY	01/04/2021
PARA - DISTRICT	TECHNOLOGY ASSET SPECIALIST	HEADQUARTERS	01/05/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	KATY ELEMENTARY	01/07/2021
TEACHER	ELEMENTARY	OREM ELEMENTARY	01/04/2021
TEACHER	HIGH	WINDMILL LAKES HIGH	01/19/2021
TEACHER	ELEMENTARY	EAST FT. WORTH ELEMENTARY	01/11/2021
TEACHER	ELEMENTARY	NORTH RICHLAND HILLS ELEMENTARY	01/04/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	LANCASTER ELEMENTARY	01/07/2021
TEACHER	HIGH	ARLINGTON HIGH	01/14/2021
TEACHER	HIGH	KATY/WESTPARK HIGH	01/07/2021
TEACHER	ELEMENTARY	GRAND PRAIRIE ELEMENTARY	01/11/2021
PARA - CAMPUS	INSTRUCTIONAL AIDE	WEST PARK ELEMENTARY	01/04/2021
TEACHER	HIGH	GARLAND HIGH	01/14/2021
TEACHER	MIDDLE	OREM MIDDLE	01/04/2021
TEACHER	MIDDLE	OREM MIDDLE	12/17/2020

Total employees hired subsequent to 1/20/2020: 17

Total Employee Count for 20/21 SY: 2,098

All employees are contingent upon Fingerprint and HR Clearance.

Coversheet

AUTHORIZATION

Section:	V. Executive Session
Item:	A. AUTHORIZATION
Purpose:	FYI
Submitted by:	
Related Material:	This Page is Blank.docx

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Coversheet

CONSIDER/ACT ON DECEMBER 2020 FINANCIAL REPORT

Section:	VI. Board Items for Discussion/Action
Item:	A. CONSIDER/ACT ON DECEMBER 2020 FINANCIAL REPORT
Purpose:	Vote
Submitted by:	
Related Material:	Combined January 27 2021 Financial Packet Items.pdf

MOODY'S

INVESTORS SERVICE

CREDIT OPINION

12 January 2021

 Rate this Research

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Asia Pacific 852-3551-3077

Japan 81-3-5408-4100

EMEA 44-20-7772-5454

International Leadership of Texas, TX

New issuer

Summary

International Leadership of Texas (Baa3 stable) is a charter school network with a large and growing scale of operations, fueled by its advantageous locations within Texas' rapidly growing metropolitan areas. Academic performance based on standardized testing is broadly comparable to competitors, though its unique trilingual leadership program offering provides a competitive edge. The network operates under one charter with expiry in 2028. Charter renewal risk over the long term is mitigated by the network's current strong performance on authorizer metrics and a generally supportive environment for charters within the state. Financial performance has historically been uneven, though the network's budgetary performance and liquidity is now a credit strength with liquidity at 138 days as of fiscal 2020 that is expected to be maintained going forward. The impact from coronavirus has thus far been minimal due to continued enrollment growth and no issues transitioning to remote learning when required. Negatively, the debt burden is elevated and will remain so due to an extended maturity schedule combined with continued issuances expected to fuel future growth.

On January 7, 2020, Moody's assigned an initial Baa3 rating with a stable outlook to the charter network's series 2021 education revenue debt.

Credit strengths

- » Large and growing scope of operations
- » Healthy liquidity and cash flow
- » Supportive charter authorization environment

Credit challenges

- » Elevated debt burden with additional debt likely
- » Historical volatility in financial position
- » Thin student waitlists at some facilities

Rating outlook

The stable outlook reflects our expectation that the charter network will maintain its healthy liquidity relative to its operations as enrollment grows over the next several years, however elevated debt will remain a constraining factor for the foreseeable future.

Factors that could lead to an upgrade

- » Reduced leverage and improved debt service coverage
- » Continued improvement in liquidity

Factors that could lead to a downgrade

- » Draws on liquidity, particularly if caused by operational issues or difficulties making debt service payments
- » Deterioration of competitive profile (waitlist, enrollment, etc.) due to increased competition or reduced performance

Key indicators

Exhibit 1

International Leadership of Texas

	2017	2018	2019	2020
Scale and Demand				
Enrollment	16,131	18,665	19,359	20,856
Operating revenue (\$000)	99,517	139,219	189,689	211,423
Net Revenues Available for Debt Service (\$000)	12,543	42,441	52,089	61,030
Operating performance and liquidity				
Annual change in operating revenue%	-	40%	36%	11%
Two year avg. operating cash flow margin (%)	-	21%	29%	28%
Total cash and investments (\$000)	21,008	3,399	20,495	57,500
Days cash on hand	82	12	49	138
Leverage and Coverage				
Total Debt (\$000)	848,357	419,474	530,960	545,945
Pro forma debt	-	-	567,870	567,870
Annual debt service coverage (x)	0.78	1.62	1.78	1.49
Pro forma MADS coverage (x)	-	-	1.22	1.44
Cash and investments to debt (%)	-	1%	4%	11%
Pro forma Cash and investments to debt (%)	-	-	4%	10%

Source: ILTexas audited financial statements

Profile

International Leadership of Texas (ILTexas) is a K-12 charter school organization that operates 33 schools on 19 campuses located in the Dallas/Fort Worth and Houston/College Station metropolitan areas. The organization has experienced rapid growth and currently serves 20,856 students.

This publication does not announce a credit rating action. For any credit ratings referenced in this publication, please see the ratings tab on the issuer/entity page on www.moody's.com for the most updated credit rating action information and rating history.

Detailed credit considerations

Scale and demand: growing charter network with unique academic offering

The charter network's unique academic offerings are expected to support continued growth over the long term. The schools' primary differentiating factor is that all students receive academic instruction in English, Spanish, and Mandarin Chinese. Instruction also focuses on leadership development and fitness. ILTexas also offers dual credit classes, where students receive credit at a local community college and have the opportunity to graduate with an associate's degree. These unique offerings have allowed the network to grow to serve both the Dallas/Fort Worth and Houston/College Station markets, though market penetration is likely to be limited compared to more traditional instruction models - particularly in expansion areas such as College Station. Nevertheless, enrollment has been growing at a rapid pace and the network expects to continue building additional facilities over the long term.

Texas requires open enrollment charter schools to admit students based on a lottery system and the waitlist is refreshed each year. For the 2020-21 school year, the network admitted 20,856 students and placed 2,700 students on the waitlist (13% excess demand). Demand is uneven among the schools, however. The network's oldest and most established campus in Garland has a waitlist equal to 29% of enrollment while the newer Lancaster campus has a waitlist of less than 1%. Generally, the various schools show improvement in demand metrics as they age and establish themselves in their respective markets by establishing their reputation. Statewide standardized testing was canceled due to coronavirus for 2019-20, however prior year's test results were broadly comparable to state averages. The network's focus on language learning and leadership development will likely prevent significant outperformance on state testing as the schools devote time on areas such as Mandarin Chinese that are not assessed by the state.

Operating performance and liquidity: historically volatile finances improved and stabilized

ILTexas has healthy liquidity at present and management intends to continue boosting liquidity by maintaining strong operating performance. While financial performance was poor in fiscal 2017 and 2018 due to a rapid expansion of the network's operations, results have significantly improved. Operating cash flow relative to revenue is very strong at 29% in fiscal 2020 and 28% in fiscal 2019. This strong operating performance allowed liquidity to jump from \$20.5 million in fiscal 2019 to \$57.5 million in fiscal 2020. Days cash on hand as of fiscal 2020 is approximately 140 days, which is in line with similarly rated peers. Budgetary performance information for fiscal 2021 indicates that liquidity is again likely to improve. No draws on reserves are planned by school officials based on the most recent financial forecast provided by management.

ILTexas' revenues are primarily derived from state per-pupil formula funding. State Foundation School Program Act funding comprised 85% of the organization's fiscal 2020 revenue. Unlike many other charter organizations, philanthropy is not a significant source of revenue for the organization. While this insulates the network from fluctuating economic conditions to some degree, it is presently unknown to what, if any, extent state funding could be impacted by declines in tax revenue due to coronavirus. No impact is expected for the present fiscal year as the state has pledged to maintain funding levels and Texas operates under a biennial budget. The next budget will be adopted during the next legislative session in the summer of 2021.

Debt and pensions: elevated debt burden due to rapid growth

The network's debt service coverage is expected to remain relatively narrow due to a large amount of debt outstanding, though present revenues are sufficient to pay all maturities on outstanding debt. Fiscal 2020 operating cash flow of \$61 million (inclusive of all state funding available for debt service) provided 1.5x coverage of reported principal, interest, and lease expense. Coverage of the projected maximum annual debt service (MADS) requirement is similar at 1.44x. Fiscal 2020 spendable cash to pro forma debt is low at only 10% despite the organization's improving liquidity due to its rapid pace of debt financed growth. This leverage metric will improve to some degree in fiscal 2021, though over the long range leverage will remain quite elevated as the network continues to expand and debt slowly amortizes.

Covenants associated with the organization's debt require that the network maintain 1.1x debt service coverage in each fiscal year. The organization is required to maintain 45 days cash on hand. An additional bonds test requires 1.1x debt service coverage in the present fiscal year and projected 1.2x coverage in the fiscal year following completion of the financed project. Alternatively, the school can demonstrate 1.2x MADS coverage, inclusive of proposed debt, based on the most recently completed fiscal year.

Legal security

The bonds are special limited obligations of the Clifton Higher Education Finance Corporation, secured solely by revenues derived from a loan agreement with International Leadership of Texas. The charter network's principal source of revenue is state funding derived from its charter school operations. The school has also executed a deed of trust pledging all owned real estate as security for the debt.

Debt structure

All of the charter network's debt is fixed rate and amortizes over the long term, though management does have access to two short term lines of credit for interim financing or operating cash flow needs. Historical usage of developer loans/leases resulted in elevated debt service costs, though these have been refinanced and will not be utilized in future. Debt service is essentially flat throughout the majority of the schedule, with MADS of \$42.4 million scheduled for 2043. Amortization is very slow with only 19% of principal scheduled to be repaid within 10 years. The network's series 2021 issuance totals \$47 million and will be used to finance various school expansions, land purchases, and a headquarters building. Following that issuance, the network will have approximately \$567 million of debt outstanding.

Debt-related derivatives

The network is not party to any interest rate swaps or other derivative agreements.

Pensions and OPEB

Texas law requires charter schools to participate in the Teacher Retirement System of Texas (TRS), a multiple-employer plan administered by the state. Moody's adjusted net pension liability (ANPL) for International Leadership of Texas, calculated under our methodology for adjusting reported pension data, was \$118.4 million. This represents a moderate 55% of fiscal 2020 operating revenue. Budgetary pressure related to participation in the plan is expected to remain minimal for the foreseeable future. The school's \$2.1 million fiscal 2020 pension contribution represented a low 1% of operating revenue, though this only represents 62% of the Moody's determined "tread water" contribution level - this indicates unfunded liabilities will continue to rise using reported assumptions and the network will pay higher costs in future.

Government relations and charter renewal: good performance on authorizer metrics

International Leadership of Texas operates under a charter originally granted by the Texas Education Agency in 2013. The most recent detailed review occurred in 2018 and expedited renewal was granted for a term of 10 years, as is common in Texas for charter schools with high academic performance. All of the schools operate under a combined charter and charter enrollment authorization is sufficient to meet projected enrollment in currently financed facilities. Texas is supportive of its charter schools and has a well-developed set of policies, processes, and practices for overseeing charters. Monitoring of financial health and academic performance is continual. ILTexas's most recent academic accountability rating was "B (85)" and its financial rating was "A - Superior", indicating strong prospects for continued renewal.

ESG considerations**Environmental**

ILTexas is subject to a variety of environmental pressures due to its geographically dispersed operations within Texas, though environmental events have not historically proven to be an obstacle. The facilities in the Dallas/Fort Worth metropolitan area are subject to tornados, extreme heat, and drought. The locations within the Houston area are additionally prone to hurricanes and flooding events such as Hurricane Harvey in 2017. While the Houston area schools were closed for 12 days due to Hurricane Harvey the facilities suffered no damage.

Social

ILTexas is not subject to any unusual social pressures relative to other charter schools. Demographically, the student population seems in line with many other charters with 64% economically disadvantaged and 29% classified as English learners. The large number of campuses introduce a variety of unique environments, however the metropolitan areas served have generally growing populations and are attractive economically, which supports demand for the services offered.

Governance

ILTexas's governance is strong overall. All Texas charter schools are authorized by the state education agency, which is supportive of charters and transparent as to its criteria. The charter school operates under a 10 year charter currently valid until 2028. The charter

organization is governed by a six member board of directors. Daily administrative tasks are delegated to the hired leadership team, lead by the organization's founder/superintendent.

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CLIENT SERVICES

Americas	1-212-553-1653
Asia Pacific	852-3551-3077
Japan	81-3-5408-4100
EMEA	44-20-7772-5454

ILTexas Board Report

Chief Financial Officer

December 31, 2020

Key Ratios / Indicators	Results	Stat	Notes
Days Cash On Hand Day's Cash	68 Days \$569,200	G	Goal = 120 days Bonds = 45 days FIRST >20 days
Debt Service Coverage Ratio	1.6x	G	1.10x
D/E Ratio DS % of Revenue	21 : 1 16%	G	
Current Enrollment (As of end of Month)	20,869 (-7) ADA 19,801 (TEA)	G	Hold Harmless = ADA: 20,212

Treasury

BANKING

• BBVA	38,900,000	0.25%/0.30%
• TexPool	60,000	0.143%

• Total Cash	\$ 38,960,000	(↓ \$ 15,420,000)
• Less: Accel Pmts	38,200,000	(↓ \$ 7,370,000)
• Less: Revolver	-----	(no change)

= Base-line Cash \$ 760,000 (↓\$ 8,050,000)

(1.3 days base + 67.2 Accelerated Payments + 0 Revolver)
December Fixed Assets purchased = \$13,290,000

YTD Fixed Assets

Real Property & Improvements

ADMIN / 2021 Lakeside	\$ 7,255,000
Southern Dallas Land	\$ 3,530,000
WML Church Purchase	\$13,060,000
CS Land	\$ 3,200,000
Houston/CS Projects	\$ 4,370,000
Keller/Saginaw	\$ 2,483,000 (Expansion+)
Saginaw/EFW Dehumid	\$ 757,000 (plus prior year)

Equipment

9 Busses + 8 Other	\$ 1,058,000
Xerox Copiers	\$ 412,000
Computers & Hotspots	\$ 849,000

Other Information

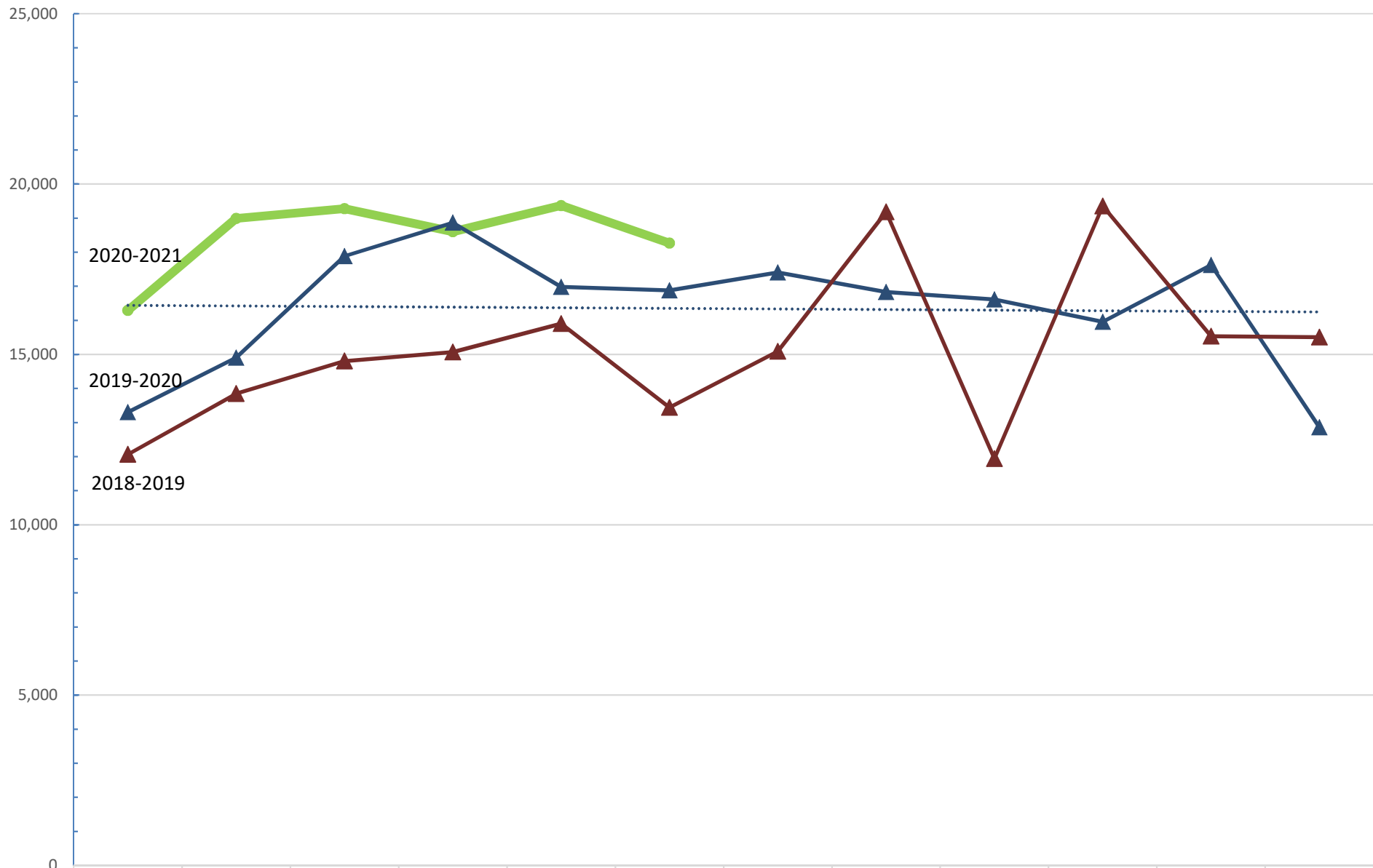
BBVA Loans:

- \$-0- million drawn on \$35 million line (3.15%)
- \$-0- million drawn on \$10 million line (4.00%)

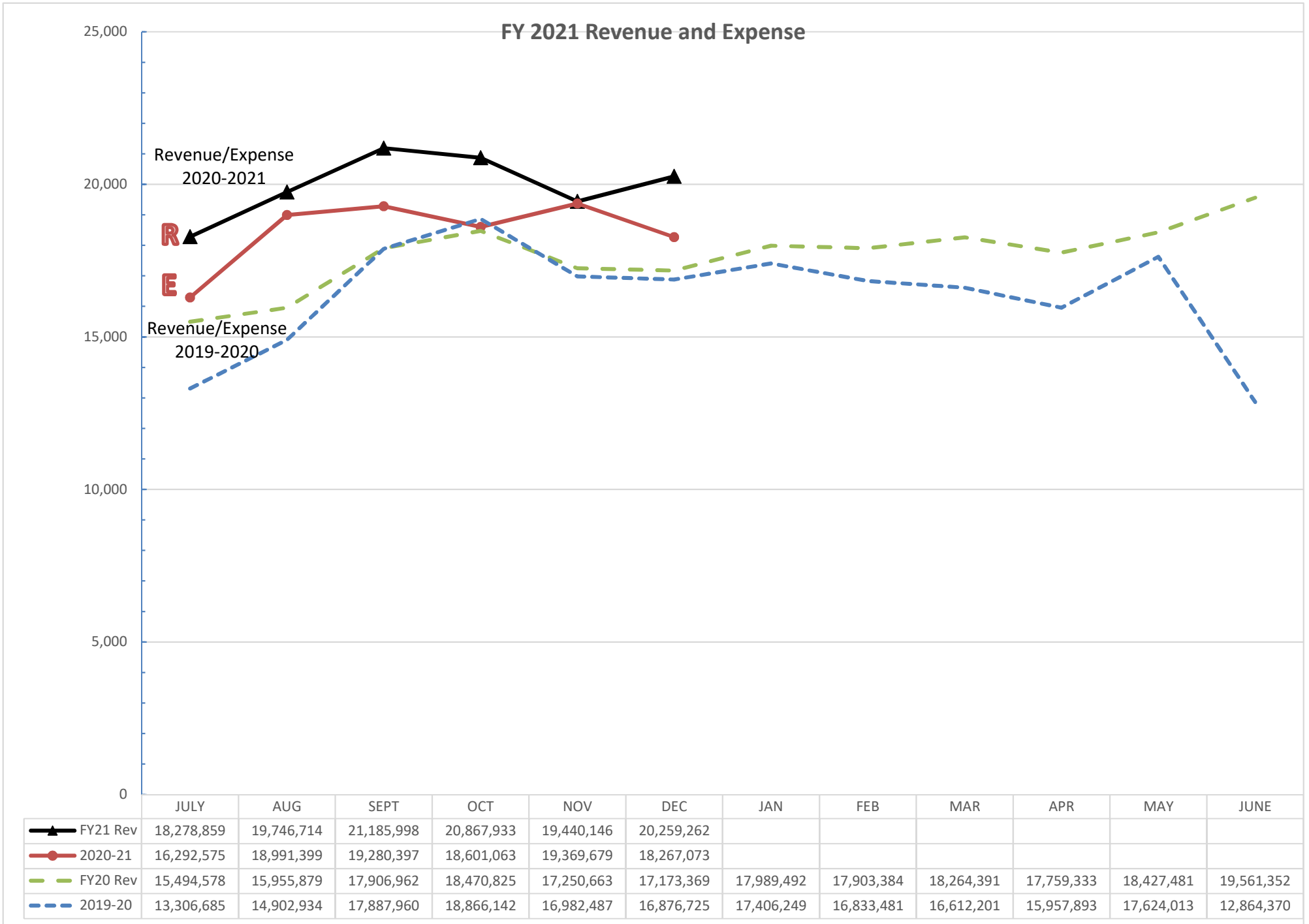
Credit Review – Moody's issued Baa3 credit rating for prospective \$47 million bond issue.

Key Indicators	Final 2020	2021 Budget	YTD 2021
Revenue	\$ 213,875,000	\$ 217,140,816	\$119,780,000
Expenses	\$ 197,881,000	\$ 215,217,736	\$110,800,000
Net Income	\$ 16,434,000	\$ 1,923,080	\$ 8,980,000

TOTAL MONTHLY EXPENSES



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2020-21	16,292,575	18,991,399	19,280,397	18,601,063	19,369,679	18,267,073						
2019-20	13,306,685	14,902,934	17,887,960	18,866,142	16,982,487	16,876,725	17,406,249	16,833,481	16,612,201	15,957,893	17,624,013	12,864,370
2018-19	12,064,266	13,846,414	14,803,071	15,066,973	15,906,248	13,443,654	15,087,697	19,185,321	11,941,085	19,356,312	15,535,001	15,506,318



INTERNATIONAL LEADERSHIP OF TEXAS

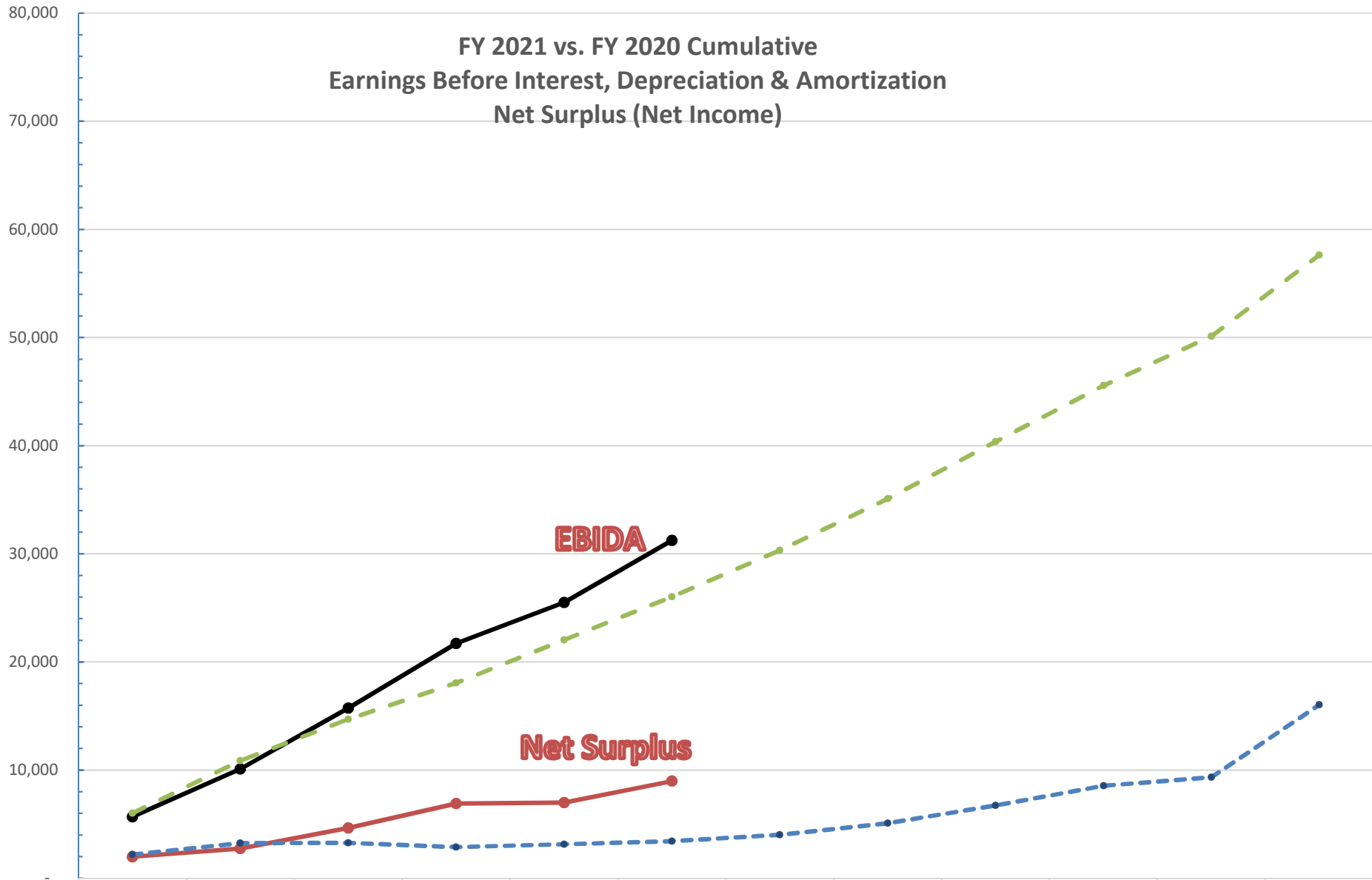
UNAUDITED

Financial Summary

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	FYTD 2021
	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021	2020-2021
Base Cash (excl. Excel. Pmt.)	\$ 29,384,172	\$ 28,072,008	\$ 25,089,974	\$ 9,003,344	\$ 8,810,811	\$ 761,902	
Accelerated TEA Payment	885,000	-	24,981,000	43,370,000	45,570,000	38,200,000	
Total Ending Cash	\$ 30,269,172	\$ 28,072,008	\$ 50,070,974	\$ 52,373,344	\$ 54,380,811	\$ 38,961,902	
<i>Days Cash (excl. Bond Int. Fund)</i>	60.7	51.7	89.3	92.9	95.3	68.5	
Bond Interest Fund							
Bond Project Fund	661,126	669,459	677,792	686,126	209,688	218,021	
Lease & Notes Payable	\$ 292,099	\$ 279,895	\$ 267,691	\$ 255,487	\$ 243,283	\$ 231,079	
\$10 million BBVA Revolver	-	-	-	-	-	-	
\$35 million BBVA Revolver	-	-	-	-	-	-	
Revenues	\$ 18,278,859	\$ 19,746,714	\$ 21,185,998	\$ 20,867,933	\$ 19,440,146	\$ 20,259,262	\$ 119,778,913
Less Expenses:							
Payroll Costs	9,232,293	10,190,727	10,298,273	9,814,488	11,246,121	10,571,868	61,353,771
Other Operating	3,358,635	5,133,213	5,274,278	5,074,605	4,403,774	3,947,787	27,192,292
Interest & Amort.	2,580,264	2,546,582	2,551,035	2,551,035	2,551,035	2,551,035	15,330,987
Depreciation	1,121,383	1,120,876	1,156,811	1,160,935	1,168,749	1,196,383	6,925,137
Change in Net Assets	1,986,285	755,315	1,905,601	2,266,870	70,467	1,992,189	8,976,726
EBIDA	\$ 5,687,932	\$ 4,422,774	\$ 5,613,447	\$ 5,978,840	\$ 3,790,251	\$ 5,739,607	\$ 31,232,850
Total Liabilities	537,389,783	536,636,329	563,139,618	579,993,296	581,192,923	575,045,733	
Total Equity	20,152,798	20,908,113	22,813,713	25,080,583	25,151,050	27,143,239	
<i>D/E</i>	27 : 1	26 : 1	25 : 1	23 : 1	23 : 1	21 : 1	
<i>Interest = % of Revenue</i>	14.1%	13.5%	13.0%	12.8%	12.8%	12.8%	
Bond Cash Interest	\$ 2,540,516	\$ 2,510,569	\$ 2,515,022	\$ 2,515,022	\$ 2,515,022	\$ 2,515,022	\$ 15,111,175
Bond Principal	483,788	632,705	679,621	679,621	679,621	679,621	3,834,977
Other Debt Interest	4,891	1,156	1,156	1,156	1,156	1,156	10,671
Other Debt Principal	12,202	12,204	12,204	12,204	12,204	12,204	73,222
Cash Debt Service*	\$ 3,041,397	\$ 3,156,634	\$ 3,208,004	\$ 3,208,004	\$ 3,208,004	\$ 3,208,004	\$ 19,030,045
D-S Coverage (YTD)	1.9	1.6	1.7	1.7	1.6	1.6	1.6
D-S % of Revenue	16.6%	16.3%	15.9%	15.8%	15.9%	15.9%	15.9%

* Excludes optional pre-payments

FY 2021 vs. FY 2020 Cumulative Earnings Before Interest, Depreciation & Amortization Net Surplus (Net Income)



	JULY	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
FY-21 EBIDA	5,687,932	10,110,705	15,724,152	21,702,992	25,493,243	31,232,850						
FY-20 EBIDA	6,005,065	10,863,898	14,701,825	18,059,105	22,036,943	26,030,356	30,320,383	35,095,011	40,375,231	45,563,864	50,109,377	57,616,473
FY-21 NI	1,986,285	2,741,600	4,647,200	6,914,070	6,984,537	8,976,726						
FY-20 NI	2,187,893	3,240,838	3,259,839	2,864,522	3,132,698	3,429,342	4,012,586	5,082,489	6,734,679	8,536,120	9,339,588	16,036,570

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

BALANCE SHEET

Assets	Beginning	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20
Current assets:							
Cash and cash equivalents	\$ 57,332,076	\$ 30,269,172	\$ 28,072,008	\$ 50,070,974	\$ 52,373,344	\$ 54,380,811	\$ 38,961,902
Cash, bond project and maintenanc fund	652,792	661,126	669,459	677,792	686,126	209,688	218,021
Cash, bond debt service funds	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186	17,473,186
Cash, debt service reserve fund	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859	38,393,859
Due from government agencies	30,998,333	30,863,695	33,142,272	35,722,708	38,784,901	38,452,870	37,608,476
Other current assets	194,376	97,188	-	-	3,833	7,667	11,500
Total current assets	145,044,621	117,758,225	117,750,783	142,338,518	147,715,248	148,918,079	132,666,943
Non-current assets:							
Land	38,839,724	38,839,724	38,839,724	38,839,724	38,839,724	42,839,724	46,346,699
Buildings	429,746,529	429,746,529	429,746,529	429,746,529	429,746,529	438,857,065	438,857,065
Furniture and equipment	16,338,873	16,338,873	17,673,789	18,005,998	18,005,998	18,005,998	18,005,998
Vehicles	3,133,997	3,133,997	3,133,997	3,301,987	4,052,114	4,275,462	4,484,599
Less: Accumulated depreciation	(51,780,338)	(52,901,721)	(54,022,597)	(55,179,408)	(56,340,343)	(57,509,092)	(58,705,475)
Construction in Process	3,978,238	4,626,953	4,422,218	8,899,983	23,054,609	10,956,737	20,533,143
Total non-current assets	440,257,023	439,784,355	439,793,659	443,614,813	457,358,631	457,425,894	469,522,029
Total assets	\$ 585,301,644	\$ 557,542,580	\$ 557,544,441	\$ 585,953,331	\$ 605,073,879	\$ 606,343,973	\$ 602,188,972
Liabilities and Net Assets							
Current Liabilities:							
Accounts payable	4,046,289	2,357,683	2,956,218	4,906,139	3,640,022	3,143,143	4,918,873
Accrued payroll	14,014,968	14,140,142	14,241,662	14,384,824	14,516,810	14,643,323	14,770,029
Accrued interest	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330	10,954,330
Student activity funds	748,529	725,535	764,867	848,828	848,564	871,505	862,898
Deferred revenue	3,741,587	1,041,587	156,587	25,137,587	43,780,418	45,982,227	38,595,965
Lease liabilities, current	146,446	144,095	141,743	139,391	137,039	134,687	132,335
Notes payable, current	-	-	-	-	-	-	-
Bonds, current maturities	5,805,455	6,012,924	6,220,402	6,427,880	6,635,358	6,842,836	7,050,314
Total current liabilities	39,457,605	35,376,296	35,435,808	62,798,980	80,512,541	82,572,051	77,284,744
	3.7	3.3	3.3	2.3	1.8	1.8	1.7
Long-term liabilities:							
Lease liabilities, long-term	157,855	148,004	138,152	128,300	118,448	108,596	98,744
Notes payable, long-term	25,000,000	-	-	-	-	-	-
Bonds payable, long-term	514,768,197	514,076,940	513,236,757	512,349,658	511,462,559	510,575,460	509,688,360
Bonds payable, premium net issue costs	(12,248,525)	(12,211,457)	(12,174,389)	(12,137,320)	(12,100,252)	(12,063,184)	(12,026,116)
Total long-term liabilities	527,677,527	502,013,487	501,200,521	500,340,638	499,480,755	498,620,872	497,760,989
Total liabilities	90.2% 567,135,131	537,389,783	536,636,329	563,139,618	579,993,296	581,192,923	575,045,733
Net assts (deficit):							
Beginning balance	16,829,679	18,165,597	18,165,597	18,165,597	18,165,597	18,165,597	18,165,597
Current year change in net assets	1,336,834	1,987,200	2,742,515	4,648,116	6,914,986	6,985,453	8,977,642
Total net assets	18,166,513	20,152,798	20,908,113	22,813,713	25,080,583	25,151,050	27,143,239
Total liabilities and net assets	\$ 585,301,644	\$ 557,542,580	\$ 557,544,441	\$ 585,953,331	\$ 605,073,879	\$ 606,343,973	\$ 602,188,972

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

CASH FLOWS

	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	FYTD
Operating activities:							
Increase in net assets	\$ 1,986,285	\$ 755,315	\$ 1,905,601	\$ 2,266,870	\$ 70,467	\$ 1,992,189	\$ 8,976,726
Adjustments to change in net assets:							
Depreciation	1,121,383	1,120,876	1,156,811	1,160,935	1,168,749	1,196,383	6,925,137
Amortization of debt issuance cost	37,068	37,068	37,068	37,068	37,068	37,068	222,410
Change in cash held in trust	-	-	-	-	-	-	-
Changes in assets:							
Due from Texas Education Agency	134,637	(2,278,576)	(2,580,436)	(3,062,193)	332,031	844,394	(6,610,143)
Other current assets	97,188	97,188	-	(3,833)	(3,833)	(3,833)	182,876
Changes in liabilities:							
Accounts payable and accruals	(1,586,427)	739,386	2,177,046	(1,134,396)	(347,424)	1,893,829	1,742,013
Net cash provided by operations	1,790,134	471,258	2,696,090	(735,549)	1,257,058	5,960,029	11,439,018
TEA accel. payments (deferred rev.)	(2,700,000)	(885,000)	24,981,000	18,642,831	2,201,809	(7,386,262)	34,854,378
Investing activities:							
Misc. purchases & timing adjustments	357,333	107,751	(8,852)	702,657	(327,961)	(164)	830,766
Fort Worth Expansion / Keller-Saginaw	(321,266)	(80,702)	(148,891)	(511,153)	(807,816)	(493,074)	(2,362,902)
Air Handling Additions - Sag. K-8 & EFW	(166,321)		(430,893)			(159,884)	(757,098)
Dallas Area Projects	(2,818)	(32,794)	(26,280)	(58,671)			(120,563)
Houston Area Projects	(43,463)	(57,476)	(2,205)	(1,272,384)	(30,364)	(1,005,398)	(2,411,290)
Houston - Church Purchase	(10,000)		(4,000)	(13,046,364)			(13,060,364)
Houston - Land Purchase			(3,176,298)				(3,176,298)
Houston - Katy/Westpark HS Expansion	(362,180)	(6,900)	(61,990)	(718,838)	(44,870)	(764,074)	(1,958,853)
Dallas - Southern Dallas Co. Land					(24,211)	(3,506,975)	(3,531,186)
Admin - HQ Building	(100,000)				(790)	(7,153,812)	(7,254,602)
District Busses (9 total)		(223,834)	(526,166)			(140,006)	(890,006)
Computers & Hotspots		(424,400)	(424,400)				(848,800)
Xerox Copiers		(411,825)					(411,825)
Vehicles (4 Venue, 1 Highlander, 3 Cargo Van)			(167,990)			(69,131)	(237,121)
Net cash used in investing	(648,715)	(1,130,180)	(4,977,965)	(14,904,753)	(1,236,012)	(13,292,517)	(36,190,142)
Cash flows from (to) financing activities:							
Principal paid on Bond debt obligations	(483,788)	(632,705)	(679,621)	(679,621)	(679,621)	(679,621)	(3,834,977)
Principal paid on Other debt obligations	(12,202)	(12,204)	(12,204)	(12,204)	(12,204)	(12,204)	(73,222)
Bank loan - \$10M Revolver	(10,000,000)						(10,000,000)
Bank loan - \$25M Revolver	(15,000,000)						(15,000,000)
Cash provided (used) by financing	(25,495,990)	(644,909)	(691,825)	(691,825)	(691,825)	(691,825)	(28,908,199)
Net increase (decr) in cash & equivalents	(27,054,571)	(2,188,831)	22,007,299	2,310,703	1,531,029	(15,410,575)	(18,804,945)
Cash and cash equivalents at beginning of per	57,984,869	30,930,298	28,741,467	50,748,766	53,059,469	54,590,499	57,984,869
Cash and cash equivalents at end of period	30,930,298	28,741,467	50,748,766	53,059,469	54,590,499	39,179,924	39,179,924

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED**Income Statement**

	July 2020	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	Unaudited	Budget	
	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FYTD 2021	FYTD 2021	% YTD
Enrollment									
Total Local Support	4,054	22,762	23,047	412,288	54,087	52,819	569,055	3,457,926	16%
Total State Funds	16,533,012	17,600,754	18,554,245	18,124,127	16,207,537	16,234,845	103,254,520	190,870,669	54%
Federal Program Revenues									
Title I (Part A & SIP)	406,544	403,002	682,655	406,003	374,149	435,500	2,707,851		
Title II	41,217	40,230	34,070	33,918	(25,801)	77,507	201,141		
Title III & Immigrant	25,003	24,558	25,070	60,431	46,610	38,680	220,352		
Title IV	12,193	96,463	24,198	18,576	33,116	18,576	203,122		
IDEA B	194,993	206,700	194,800	225,728	331,842	173,185	1,327,249		
Carl Perkins Grant	-	31,520	-	-	-	57,814	89,333		
High-Quality Rep.	169,481	397,865	158,300	51,165	-	152,385	929,196		
CRF	-	-	36,908	757,346	913,003	388,250	2,095,508		
ESSER State Adj.	-	-	1,152,309	-	-	1,852,141	3,004,450		
Medicaid Admin. Claim	(1,004)	24,898	795	2,910	6,719	402	34,720		
JROTC	10,510	10,510	10,510	10,510	10,510	10,510	63,060		
Child Nutrition	882,858	887,453	289,091	764,930	1,488,375	766,649	5,079,356		-
Total Federal Program Rev.	1,741,794	2,123,199	2,608,706	2,331,518	3,178,522	3,971,599	15,955,337	22,812,221	70%
Total Revenues	\$ 18,278,859	\$ 19,746,714	\$ 21,185,998	\$ 20,867,933	\$ 19,440,146	\$ 20,259,262	\$ 119,778,913	\$ 217,140,816	55%
Expenses									
11 Instructional	7,497,969	9,788,517	9,521,962	7,678,708	9,321,262	8,146,373	51,954,791	101,198,547	51%
12 Inst. resources & media	66,188	79,746	116,761	86,902	97,974	84,063	531,635	1,080,377	49%
13 Curriculum & inst. staff devel.	544,302	609,847	576,032	536,662	639,623	697,568	3,604,034	7,392,607	49%
21 Instructional leadership	126,074	118,107	121,232	133,733	130,446	135,732	765,323	1,555,137	49%
23 School leadership	782,251	845,237	862,257	861,043	826,876	834,913	5,012,577	10,377,796	48%
31 Guidance counseling & eval.	345,117	409,366	392,810	704,015	536,428	471,894	2,859,630	5,509,208	52%
32 Social work services	5,814	5,662	5,365	5,732	5,365	6,531	34,468	98,088	35%
33 Health services	175,521	161,729	130,912	128,927	134,980	165,518	897,587	1,686,076	53%
34 Student transportation	83,618	104,926	72,796	160,329	128,861	94,113	644,642	1,545,273	42%
35 Food services	715,101	258,306	343,178	876,025	876,059	693,488	3,762,157	10,377,002	36%
36 Extracurricular activities	87,627	139,383	192,693	104,526	104,800	258,423	887,453	1,593,899	56%
41 General administration	491,792	836,271	669,964	657,879	252,117	507,365	3,415,388	6,173,190	55%
51 Facilities maintenance & ops.	2,175,365	2,312,062	2,209,094	3,108,856	2,488,624	2,350,546	14,644,548	26,883,395	54%
52 Security and Monitoring	-	153,937	68,499	303,215	361,401	257,233	1,144,285	1,682,668	68%
53 Data processing services	514,972	507,835	1,149,390	537,570	677,226	738,573	4,125,567	5,467,207	75%
61 Community services	97,995	112,780	276,313	164,798	227,845	272,600	1,152,331	1,847,315	62%
71 Debt service	2,582,869	2,547,688	2,571,141	2,552,141	2,559,791	2,552,141	15,365,771	30,739,952	50%
81 Fundraising	-	-	-	-	-	-	-	10,000	0%
Total Expenses	\$ 16,292,575	\$ 18,991,399	\$ 19,280,397	\$ 18,601,063	\$ 19,369,679	\$ 18,267,073	\$ 110,802,187	\$ 215,217,736	51%
Change in Total Net Assets	\$ 1,986,285	\$ 755,315	\$ 1,905,601	\$ 2,266,870	\$ 70,467	\$ 1,992,189	\$ 8,976,726	\$ 1,923,080	

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

Expenses by Object Code

	<i>See Audit</i>	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	ILTexas
	FY 2020	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	2020-2021
6111 SALARY CONTROL	160	-	-	-	-	-	-	-
6112 SALARIES/WAGES SUB TEACH	1,548,436	-	10,338	65,297	75,875	106,360	86,519	344,388
6117 EXTRA DUTY/PROFESSIONAL	806,533	102,098	20,940	34,820	10,049	309,811	108,103	585,820
6118 STIPENDS/PROFESSIONAL	3,254,074	271,458	307,143	298,650	316,744	294,757	423,025	1,911,778
6119 SALARIES/WAGES TEACHERS/PROFE	70,755,961	6,177,877	7,279,491	7,338,388	7,346,368	8,202,952	7,508,640	43,853,716
6121 O/T SUPPORT PERSONNEL	571,524	14,360	85,302	34,940	27,863	24,334	23,979	210,778
6127 EXTRA DUTY PAY/SUPPORT PERSN	171,158	7,479	16,496	11,515	15,076	21,800	34,734	107,100
6129 SALARIES/WAGES SUP PERSNL	10,193,479	1,331,643	970,973	971,286	973,019	951,302	981,190	6,179,413
6139 EMPLOYEE ALLOWANCES	224,982	919	500	-	-	-	76,384	77,802
6141 FICA/MEDICARE	1,165,668	110,338	118,783	119,596	119,695	135,666	125,526	729,604
6142 GRP HLTH/LIFE INS	5,664,946	552,360	542,065	627,552	637,718	628,851	632,132	3,620,678
6143 WORKERS'COMP	322,432	201,200	276,388	276,388	(278,688)	-	2,398	477,686
6146 TRS	4,235,016	337,561	437,309	394,841	445,769	445,287	444,239	2,505,007
6149 EMPLOYEE BENEFITS	(998)	-	-	-	-	-	-	-
6179 PAYROLL ACCRUAL	13,983,352	125,000	125,000	125,000	125,000	125,000	125,000	750,000
61-- Payroll Costs	112,896,724	9,232,293	10,190,727	10,298,273	9,814,488	11,246,121	10,571,868	61,353,771
		50.5%	51.6%	48.6%	47.0%	57.8%	52.2%	51.2%
PAYROLL BY DESIGNATED FUNDS SOURCE								
4XX State & Local Funded	106,440,235	8,646,232	9,647,701	9,698,952	9,235,567	10,661,465	9,889,477	57,779,394
240 Child Nutrition	634,268	29,884	34,316	56,741	49,093	50,886	44,176	265,095
211 TITLE I, A	2,830,596	312,429	240,481	277,602	265,295	270,438	327,652	1,693,898
224 IDEA, B FORMULA	1,993,437	169,638	193,447	190,553	190,675	190,673	185,259	1,120,246
244 CATE - BASIC	894	-	902	-	-	-	-	902
255 TITLE II, A	499,778	37,635	38,532	32,632	32,487	31,082	68,337	240,705
263 TITLE III, A	259,277	24,521	17,631	24,001	23,579	23,785	23,750	137,266
266 SFSF	106,079	-	-	-	-	-	-	-
276 ????	-	-	-	-	-	-	15,426	15,426
289 FED TEMP RESTR NET ASSETS	132,160	11,954	17,718	17,792	17,792	17,792	17,793	100,840
Federal Funds	5,822,221	556,177	508,711	542,580	529,828	533,770	638,216	3,309,282
61-- Payroll Costs	112,896,724	9,232,293	10,190,727	10,298,273	9,814,488	11,246,121	10,571,868	61,353,771
		50.5%	51.6%	48.6%	47.0%	57.8%	52.2%	51.2%

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

Expenses by Object Code

		<i>See Audit</i>	Jul-20	Aug-20	Sep-20	Oct-20	Nov-20	Dec-20	ILTexas
		<i>FY 2020</i>	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	FY 2021	2020-2021
61-- Payroll Costs	112,896,724		9,232,293 50.5%	10,190,727 51.6%	10,298,273 48.6%	9,814,488 47.0%	11,246,121 57.8%	10,571,868 52.2%	61,353,771 51.2%
6211 LEGAL SERVICES	342,634		20,828	47,262	18,770	22,589	60,767	45,448	215,665
6212 AUDIT SERVICES	62,810		30,000	30,000	-	-	-	12,520	72,520
6219 PROFESSIONAL SERVICES	-		-	-	-	-	-	-	-
6239 ESC SERVICES	367,681		3,015	106,895	85,885	16,442	112,905	88,083	413,225
6249 CONTRACTED MAINT/RPR	2,071,924		331,129	316,575	989,104	230,689	16,484	40,547	1,924,527
6254 INTERNET SERVICES	289,280		36,631	40,793	50,186	49,870	39,357	34,949	251,786
6255 CELL PHONES	71,997		6,363	6,274	-	12,853	6,289	6,317	38,097
6256 WATER/WASTE MGMNT	959,296		44,952	75,501	102,049	94,696	126,297	98,855	542,349
6257 PHONE	209,174		23,917	14,065	17,367	18,472	28,849	28,839	131,508
6258 ELECTRIC	1,371,374		96,903	116,861	142,133	156,707	132,499	114,795	759,896
6259 GAS	78,751		2,662	1,074	990	1,304	2,480	13,337	21,847
6269 RENTALS-OP LEASES	1,666,567		138,075	188,036	132,332	121,678	111,254	92,711	784,086
6297 SECURITY SERVICE/STUDENT	687,119		-	69,587	41,009	230,152	184,797	179,642	705,186
6299/2 Food Service Contracted Services	9,358,392		679,165	204,517	285,528	824,813	824,823	648,850	3,467,694
6299 MISC. CONTRACTED SERVICE	9,848,677		699,876	987,460	1,393,718	817,609	1,614,952	1,222,369	6,735,983
62-- Professional and Contracted Svcs.	27,385,678		2,113,515	2,204,900	3,259,069	2,597,873	3,261,752	2,627,262	16,064,371
6311 FUEL	119,741		2,922	63	5,681	5,044	7,331	7,799	28,840
6319 SUPPLIES M/O	735,093		56,195	163,979	119,433	330,263	57,032	136,700	863,602
6321 TEXTBOOKS	662,599		328,842	949,023	449,078	286,015	457,518	288,671	2,759,146
6329 READING MATERIALS	505,087		128,632	47,455	101,600	74,896	65,700	14,411	432,694
6339 TESTING MATERIALS	151,692		-	-	6,790	6,018	-	9,223	22,031
6398 DISCRETIONARY MATERIALS	600,000		60,000	60,000	60,000	60,000	60,000	60,000	360,000
6399 GENERAL SUPPLIES	6,639,993		373,128	1,331,491	875,993	367,812	635,367	597,237	4,181,027
6631 F&E / GRANT FUNDED	-		-	223,348	-	-	(223,348)	-	-
6639 F&E / GRANT FUNDED	79,185		-	-	20,250	(20,250)	-	-	-
6669 F&E / GRANT FUNDED	333,174		4,337	-	115,638	-	-	2,443	122,418
63+66 Other Supplies & Materials	9,826,565		954,056	2,775,358	1,754,462	1,109,798	1,059,599	1,116,483	8,769,757
6411 EMPLOYEE TRAVEL	519,590		2,766	9,733	9,911	17,181	24,620	25,367	89,579
6412 TRAVEL-STUDENTS	49,573		-	-	-	235	1,319	-	1,554
6419 TRAVEL--NON-EMP	2,155		-	-	-	-	-	-	-
6429 INS/BONDING COSTS	1,366,564		187,167	86,993	-	1,274,627	30,212	3,470	1,582,469
6449 DEPR EXP	13,796,892		1,121,383	1,120,876	1,156,811	1,160,935	1,168,749	1,196,383	6,925,137
6494 RECLASS TRANSP EXP	(60,400)		-	-	-	-	-	-	-
6495 MEMBERSHIPS AND DUES	213,411		-	6,265	158,558	13,190	12,271	1,494	191,777
6497 DYSLEXIA	(0)		-	-	2,900	-	(2,900)	(0)	(0)
6498 Campus Discr. Fund	-		-	-	-	-	310	1,469	1,779
6499 MISC OP COSTS	2,435,056		98,525	48,859	69,272	60,595	7,835	171,136	456,222
64-- Other Operating Expenses	18,322,841		1,409,841	1,272,726	1,397,452	2,526,763	1,242,416	1,399,318	9,248,517
6521 INT ON BONDS	27,283,527		2,539,410	2,509,464	2,513,917	2,513,917	2,513,917	2,513,917	15,104,540
6522 CAPTL LEASE INT	(150,984)		1,155	1,156	1,156	1,156	1,156	1,156	6,935
6523 INT ON DEBT	147,221		3,736	-	-	-	-	-	3,736
6524 AMRT BOND ISSUE COSTS	503,247		35,963	35,963	35,963	35,963	35,963	35,963	215,776
6525 AMRT BOND PREM/DISC	-		1,106	1,106	1,106	1,106	1,106	1,106	6,634
6599 OTHER DEBT FEES	118,355		1,500	-	19,000	-	7,650	-	28,150
7950 Gain - Asset Recovery	(220,033)		-	-	-	-	-	-	-
Total Expenses	\$ 196,113,140		\$ 16,292,575	\$ 18,991,399	\$ 19,280,397	\$ 18,601,063	\$ 19,369,679	\$ 18,267,073	\$ 110,802,187



INTERNATIONAL LEADERSHIP OF TEXAS

EDUCATION REVENUE DEBT

CONTINUING DISCLOSURE REPORT FOR THE
QUARTER ENDED DECEMBER 31, 2020



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

REVENUE	Adopted	FY 2021		FYTD
	Budget	Q1	Q2	TOTAL
5700 Local	3,457,926	49,863	519,194	569,057
5800 State	190,870,669	52,688,011	50,566,509	103,254,520
5900 Federal	22,812,221	6,473,699	9,481,639	15,955,338
	217,140,816	59,211,572	60,567,342	119,778,914
EXPENSE				
11 Instructional	101,198,547	26,808,448	25,146,343	51,954,791
12 Library and Media	1,080,377	262,696	268,939	531,635
13 Curriculum development	7,392,607	1,730,181	1,873,853	3,604,034
21 Instructional Leadership	1,555,137	365,412	399,911	765,323
23 School Leadership	10,377,796	2,489,745	2,522,832	5,012,577
31 Guidance & Counseling	5,509,208	1,147,293	1,712,337	2,859,630
32 Social services	98,088	16,841	17,628	34,469
33 Health Services	1,686,076	468,162	429,425	897,587
34 Student Transportation	1,545,273	261,339	383,303	644,642
35 Food Services	10,377,002	1,316,584	2,445,572	3,762,156
36 Extra Curricular Activities	1,593,899	419,704	467,749	887,453
41 General Administration	6,173,190	1,998,027	1,417,361	3,415,388
51 Facilities Maintenance	26,883,395	6,696,521	7,948,026	14,644,547
52 Security and Monitoring	1,682,668	222,436	921,849	1,144,285
53 Technology / Data Systems	5,467,207	2,172,197	1,953,369	4,125,566
61 Community Services	1,847,315	487,088	665,243	1,152,331
71 Debt Service	30,739,952	7,701,698	7,664,073	15,365,771
81 Fundraising	10,000	-	-	-
Total	215,217,736	54,564,372	56,237,813	110,802,185
Change in Net Assets	1,923,080	4,647,200	4,329,529	8,976,729
Ending Net Assets Balance	20,081,593	22,805,719	27,135,248	27,135,248

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

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

ASSETS	AUDITED	UNAUDITED***
	<u>JUNE 30, 2020</u>	<u>DECEMBER 31, 2020</u>
CURRENT ASSETS		
Cash and cash equivalents	\$ 57,500,176	\$ 38,961,902
Restricted cash	56,351,739	56,085,066
Due from STATE and FEDERAL programs	27,413,333	37,608,476
Other Current Assets	194,376	11,500
Total Current Assets	<u>141,459,624</u>	<u>132,666,944</u>
 PROPERTY AND EQUIPMENT		
Land	38,839,724	46,346,699
Buildings	429,746,529	438,857,065
Furniture and equipment	16,338,873	18,005,998
Vehicles	3,133,998	4,484,599
Less accumulated depreciation	(51,780,337)	(58,705,475)
Construction in Process	3,978,239	20,533,143
Total Property and Equipment	<u>440,257,026</u>	<u>469,522,028</u>
Total Assets	<u>\$ 581,716,650</u>	<u>\$ 602,188,972</u>
 LIABILITIES		
CURRENT LIABILITIES		
Accounts payable	\$ 1,057,021	\$ 4,918,874
Accrued wages payable	14,014,967	14,770,029
Accrued interest payable	13,365,876	10,954,330
Due to student groups	734,252	862,898
Deferred revenue	156,587	38,595,965
Other liability	600,000	-
Current portion of Capital lease payable	146,446	132,335
Current portion of long-term debt	5,805,455	7,050,314
Total Current Liabilities	<u>35,880,604</u>	<u>77,284,745</u>
 LONG-TERM LIABILITIES		
Finance(Buildings) Lease Liability	157,855	98,744
Long-term debt	527,519,672	497,662,244
Total Long-Term Liabilities	<u>527,677,527</u>	<u>497,760,988</u>
Total Liabilities	<u>\$ 563,558,131</u>	<u>\$ 575,045,733</u>
 NET ASSETS		
Beginning balance	\$ 2,121,945	\$ 18,165,597
Current Year Change in Net Asset (Revenue/Expenses)	16,036,574	8,977,642
Total Net Assets	<u>18,158,519</u>	<u>27,143,239</u>
Total Liabilities and Net Assets	<u>\$ 581,716,650</u>	<u>\$ 602,188,972</u>

***Internally Prepared Financial Statements

TABLE 2 – HISTORICAL ENROLLMENT, CURRENT ENROLLMENT AND CURRENT WAITLIST AS OF DECEMBER 18, 2020

GARLAND ELEMENTARY, MIDDLE AND HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	160	159	160	82
1	161	159	160	56
2	160	160	160	60
3	163	158	156	86
4	155	156	156	86
5	162	155	156	61
6	156	156	156	119
7	155	156	161	73
8	156	155	157	30
9	186	179	168	0
10	182	155	160	0
11	149	147	131	0
12	108	141	145	0
TOTAL	2,053	2,036	2,026	653

ARLINGTON ELEMENTARY AND MIDDLE AND ARLINGTON-GRAND PRAIRIE HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	131	118	116	0
1	144	135	116	0
2	145	146	131	39
3	136	129	145	40
4	135	146	143	12
5	113	135	153	7
6	123	126	136	26
7	125	135	121	30
8	117	113	131	4
9*	172	193	251	0
10*	170	159	185	0
11*	87	134	149	0
12*	111	88	127	0
TOTAL	1,709	1,757	1,904	158

* Grades 9-12 are enrolled at Arlington-Grand Prairie High School.

KELLER ELEMENTARY AND MIDDLE SCHOOL AND KELLER-SAGINAW HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	160	164	159	125
1	162	160	161	106
2	163	167	161	113
3	158	157	154	61
4	156	152	153	62
5	148	156	156	51
6	156	136	160	42
7	147	142	144	0
8	133	128	138	1
9*	199	199	249	0
10*	168	152	183	0
11*	112	145	143	0
12*	66	104	141	0
TOTAL	1,928	1,962	2,102	561

* Grades 9-12 are enrolled at Keller-Saginaw High School.

GRAND PRAIRIE ELEMENTARY AND MIDDLE SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	158	159	160	44
1	161	159	160	34
2	162	158	159	55
3	157	154	156	33
4	155	155	157	22
5	158	156	158	25
6	153	156	158	63
7	155	155	157	61
8*	144	151	158	12
TOTAL	1,403	1,403	1,423	349

* For grades 9-12 see the Arlington Elementary, Middle and High School table above which reflects enrollment at Arlington-Grand Prairie High School.

NORTH RICHLAND HILLS ELEMENTARY AND MIDDLE SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	156	146	153	0
1	159	159	157	0
2	164	163	151	0
3	157	156	153	0
4	150	155	145	0
5	151	156	146	0
6	149	143	153	0
7	147	125	144	0
8*	132	128	119	0
TOTAL	1,365	1,331	1,321	0

* Grades 9-12 are enrolled at Keller-Saginaw High School..

KATY ELEMENTARY AND MIDDLE SCHOOL AND KATY-WESTPARK HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	152	158	160	33
1	148	161	158	125
2	153	156	159	84
3	145	146	156	66
4	155	123	150	0
5	143	136	138	0
6	129	133	156	39
7	128	114	131	0
8	116	105	124	0
9*	187	193	204	0
10*	156	162	181	0
11*	59	151	163	0
12*	N/A	53	141	0
TOTAL	1,671	1,791	2,021	347

* Grades 9-12 are enrolled at Katy-Westpark High School.

WESTPARK ELEMENTARY AND MIDDLE SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	136	130	148	0
1	149	153	146	0
2	150	150	160	10
3	148	154	154	37
4	143	142	156	36
5	144	151	151	0
6	132	149	156	45
7	147	131	155	7
8*	120	134	144	0
TOTAL	1,269	1,294	1,370	135

* For grades 9-12 see the Katy Elementary and Middle School and Katy-Westpark High School table above which reflects enrollment at Katy-Westpark High School.

LANCASTER ELEMENTARY AND MIDDLE SCHOOL AND LANCASTER-DESOTO HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	116	101	91	0
1	141	128	121	1
2	144	141	143	0
3	139	129	148	0
4	137	141	148	0
5	150	134	152	2
6	154	156	156	4
7	139	134	148	0
8	128	124	147	0
9*	43	45	78	1
10*	N/A	33	47	0
11*	N/A	N/A	30	0
12*	N/A	N/A	N/A	N/A
TOTAL	1,291	1,266	1,409	8

* Grades 9-12 are enrolled at Lancaster-DeSoto High School.

EAST FORT WORTH ELEMENTARY AND MIDDLE SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	112	91	94	1
1	127	96	119	0
2	138	117	117	0
3	124	141	138	0
4	133	125	150	0
5	149	113	146	0
6	142	129	156	0
7	139	112	135	0
8	71	119	114	0
9*	30	N/A	N/A	N/A
10*	N/A	N/A	N/A	N/A
11*	N/A	N/A	N/A	N/A
12*	N/A	N/A	N/A	N/A
TOTAL	1,165	1,043	1,169	1

* As of the 2019-20 school year, Grades 9-12 are enrolled at Arlington-Grand Prairie High School.

SAGINAW ELEMENTARY AND MIDDLE SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	159	157	160	58
1	161	159	160	5
2	159	159	159	49
3	157	156	152	14
4	148	154	150	0
5	157	147	152	0
6	150	155	154	28
7	131	139	149	0
8*	108	117	128	0
TOTAL	1,330	1,343	1,364	154

* For grades 9-12 see the Keller Elementary and Middle School and Keller-Saginaw High School table above which reflects enrollment at Keller-Saginaw High School.

WINDMILL LAKES ELEMENTARY AND MIDDLE SCHOOL AND WINDMILL LAKES-OREM HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	146	119	114	0
1	147	145	138	1
2	153	138	155	0
3	148	137	149	0
4	142	139	139	0
5	142	143	149	0
6	149	144	154	1
7	145	152	154	2
8	102	127	153	0
9*	60	100	173	0
10*	N/A	58	100	0
11*	N/A	N/A	63	0
12*	N/A	N/A	N/A	N/A
TOTAL	1,334	1,402	1,641	4

* Grades 9-12 are enrolled at Windmill Lakes-Orem High School.

HOUSTON OREM ELEMENTARY AND MIDDLE SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	137	127	108	1
1	123	146	146	0
2	144	132	159	1
3	148	141	149	0
4	146	135	156	3
5	128	128	147	0
6	155	142	156	12
7	118	144	147	0
8	71	111	156	5
TOTAL	1,170	1,206	1,324	22

* For grades 9-12 see the Windmill Lakes Elementary and Middle School and Windmill Lakes-Orem High School table above which reflects enrollment at Windmill Lakes-Orem High School.

COLLEGE STATION ELEMENTARY, MIDDLE AND HIGH SCHOOL				
	2018-19	2019-20	2020-21	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	159	160	160	150
1	119	159	160	92
2	124	159	161	79
3	107	155	157	30
4	123	156	156	2
5	119	153	156	18
6	107	153	156	30
7	55	133	142	0
8	36	69	127	0
9	N/A	35	52	0
10	N/A	N/A	34	0
TOTAL	949	1,332	1,461	401

REMOTE CLASSROOM INSTRUCTION ELEMENTARY, MIDDLE AND HIGH SCHOOL⁽¹⁾				
	2018-19	2019-20	2020-2021	2020-21
Grade	Enrollment	Enrollment	Enrollment	Waitlist
K	N/A	N/A	50	0
1	N/A	N/A	47	1
2	N/A	N/A	39	0
3	N/A	N/A	27	0
4	N/A	N/A	35	0
5	N/A	N/A	34	0
6	N/A	N/A	45	2
7	N/A	N/A	27	0
8	N/A	N/A	15	0
9	N/A	N/A	17	0
10*	N/A	N/A	8	0
11*	N/A	N/A	9	0
12*	N/A	N/A	1	0
TOTAL	-	-	354	3

(1) International Leadership of Texas' Remote Classroom Instruction campus opened in the 2020-2021 schoolyear.

**INTERNATIONAL LEADERSHIP OF TEXAS
VOLUNTARY COVENANT CALCULATIONS**

DEBT SERVICE COVERAGE	Budgeted 6/30/2021	FYE 6/30/2020	6 Months Ended 12/31/2020
Change in Net Assets	\$ 1,923,080	\$ 16,036,574	\$ 8,976,729
Plus: Depreciation & Amortization	14,957,133	14,245,226	7,147,547
Plus: Interest Expense	31,740,324	30,566,314	15,111,475
Net Available for Debt Service	48,620,537	60,848,114	31,235,751
Master Debt	35,391,593	33,246,565	18,946,452
Debt Service Coverage:	1.37x	1.83x	1.65x
<i>Debt Service Requirement</i>	<i>1.10x</i>	<i>1.10x</i>	<i>1.10x</i>
In Compliance?	YES	YES	YES

Additional Calculations:			
Master Debt	35,391,593	33,246,565	18,946,452
Subordinate Debt & Lease	2,176,496	10,404,435	6,935
Less voluntary pre-payments	-	(3,170,228)	-
Debt Service (all debt)	37,568,089	40,480,772	18,953,387
Debt Service Coverage:	1.29x	1.50x	1.65x
<i>Debt Service Requirement</i>	<i>1.10x</i>	<i>1.10x</i>	<i>1.10x</i>

	As of 6/30/2020	As of 12/31/2020
Bank Cash and Equivalents	\$ 57,500,176	\$ 38,961,902
Plus: Debt Service Interest Funds	10,489,349	10,489,349
Unrestricted Cash and Equivalents	67,989,525	49,451,251
Total Expenses	196,341,174	110,802,185
Less: Depreciation & Amortization	(14,245,226)	(7,147,547)
Daily Cash Expense (/182.5 days)	498,893.01	567,970.62
Days' Cash on Hand	136.3	87.1
<i>Without interest reserve credit</i>	<i>115.3</i>	<i>68.6</i>

⁽¹⁾ Estimated FYE 2021 balance

Coversheet

CONSIDER/ACT ON SUPERINTENDENT AUTHORITY TO EXECUTE PROPERTY EASEMENTS

Section: VI. Board Items for Discussion/Action
Item: B. CONSIDER/ACT ON SUPERINTENDENT AUTHORITY TO EXECUTE PROPERTY EASEMENTS
Purpose: Vote
Submitted by:
Related Material: Board Resolution re Execution of Easements.pdf

**BOARD RESOLUTION
OF
INTERNATIONAL LEADERSHIP OF TEXAS**

WHEREAS, the Board of Directors of International Leadership of Texas, charter holder of International Leadership of Texas, desires to ensure improvements and appropriate maintenance and care for its properties; and

WHEREAS, The Board of Directors believes it is most efficient for the International Leadership of Texas’s Chief Executive Officer and Superintendent to have the authority to sign and enter in such documentation for the purposes named above such as execution of easements, workorders, and other such documents as necessary for the proper operations of its properties;

NOW, THEREFORE, the Board of Directors of International Leadership of Texas at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby confirm and ratify the following actions taken and adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT:

The Chief Executive Officer and Superintendent of International Leadership of Texas is granted and delegated the authority to enter into such agreements and execute such documents, such as execution of Easements, in order to provide for the proper maintenance and operations of International Leadership of Texas’s property on behalf of the International Leadership of Texas Board of Directors.

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTENATIONAL LEADERSHIP OF TEXAS ON THIS, THE 27th DAY OF JANUARY 2021.

Members voting in favor of the Resolution:

ATTEST:

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 January 27, 2021 which Resolution is in full force and effect and has not been revoked or amended.

Secretary ___/___/2021

Coversheet

CONSIDER/ACT ON CHANGE ORDER FOR KATY- WESTPARK HS AND AGGIELAND HS PROJECTS

Section: VI. Board Items for Discussion/Action
Item: C. CONSIDER/ACT ON CHANGE ORDER FOR KATY-
WESTPARK HS AND AGGIELAND HS PROJECTS
Purpose: Vote
Submitted by:
Related Material: PCCO 016 - CM Contingency Credit.pdf
PCCO 023 Owner Contingency Increase.pdf



PCCO #016

Key Construction, Inc.
 741 W. 2nd St. N.
 Wichita, Kansas 67203-6004
 Phone: (316) 263-9515
 Fax: (316) 263-1161

Project: 20-03-040 - Katy-Westpark HS Expansion
 20055 Beechnut Street
 Richmond, Texas 77407
 Phone: 316-263-9515

DRAFT

Prime Contract Change Order #016: CM Contingency Credit

DATE CREATED:	1/ 18 /2021	CREATED BY:	Doug Ricke (Key Construction Inc)
STATUS:	Draft	REVISION:	0
DESIGNATED REVIEWER:	Charles Klein (International Leadership of Texas)	DUE DATE:	
CHANGE REASON:	Allowance	FIELD CHANGE:	No
SCHEDULE IMPACT:	0 days	CONTRACT FOR:	1:Katy-Westpark HS Exp Prime Contract
		TOTAL AMOUNT:	(\$155,250.00)

DESCRIPTION:
CE #030 - CM Contingency Credit
 Deduct \$150,000 + fee from Construction Manager Contingency. The purchasing process / buyout was completed for the owner with enough savings to leave a healthy Contingency in place for us by Construction Manager for the remainder of the project.

ATTACHMENTS:

CHANGE ORDER LINE ITEMS:

PCCO #016

#	Cost Code	Description	Type	Amount
1	1-800 - KEY CONTINGENCY	Deduct Construction Manager Contingency	Miscellaneous	(\$150,000.00)
Subtotal:				(\$150,000.00)
Profit / Overhead: 3.50% Applies to all line item types.				(5,250.00)
Grand Total:				(\$155,250.00)

The original (Contract Sum)	\$ 7,836,276.00
Net change by previously authorized Change Orders	\$ 0.00
The contract sum prior to this Change Order was	\$ 7,836,276.00
The contract sum would be changed by this Change Order in the amount of	(\$155,250.00)
The new contract sum including this Change Order will be	\$ 7,681,026.00
The contract time will not be changed by this Change Order by 0 days	

International Leadership of Texas
 1820 N. Glenville Dr. Suite #100
 Richardson Texas 75081

Key Construction Inc
 741 W. 2nd Street N.
 Wichita Kansas 67203-6004

SIGNATURE

DATE

 Doug Ricke Project Manager

DATE



PCCO #023

Key Construction, Inc.
 741 W. 2nd St. N.
 Wichita, Kansas 67203-6004
 Phone: (316) 263-9515
 Fax: (316) 263-1161

Project: 20-03-045 - ILT Temp HS Renovate
 2611 Texas Ave South
 College Station, Texas 77840

Prime Contract Change Order #023: Increase Owner Contingency

DATE CREATED:	1/ 25 /2021	CREATED BY:	Brent Weckar (Key Construction Inc)
STATUS:	Pending - Not Proceeding	REVISION:	0
DESIGNATED REVIEWER:	Charles Klein (International Leadership of Texas)	DUE DATE:	
CHANGE REASON:	Client Request	FIELD CHANGE:	No
SCHEDULE IMPACT:	35 days	CONTRACT FOR:	1:ILT Temp HS Renovate Prime Contract
		TOTAL AMOUNT:	\$ 155,250.00

DESCRIPTION:
 Increase Owner Contingency as requested by Charles Klein.

ATTACHMENTS:

CHANGE ORDER LINE ITEMS:
PCCO #023

#	Cost Code	Description	Type	Amount
1	1-900 - OWNER CONTINGENCY	Contingency Increase	Miscellaneous	\$ 151,500.00
Subtotal:				\$151,500.00
Warranty: 0.10% Applies to all line item types.				151.50
Safety Inspections: 0.10% Applies to all line item types.				151.50
Builder's Risk Insurance: 0.03% Applies to all line item types.				45.45
General Liability Insurance: 0.69% Applies to all line item types.				1,045.35
Project Computers & Software (Tech): 0.45% Applies to all line item types.				681.75
Performance & Payment Bonds: ≈ 1.09% Applies to all line item types.				1,674.45
Grand Total:				\$155,250.00

The original (Contract Sum)	\$ 1,997,964.00
Net change by previously authorized Change Orders	\$ 0.00
The contract sum prior to this Change Order was	\$ 1,997,964.00
The contract sum would be changed by this Change Order in the amount of	\$ 155,250.00
The new contract sum including this Change Order will be	\$ 2,153,214.00
The contract time will be increased by this Change Order by 35 days	

International Leadership of Texas
 1820 N. Glenville Dr. Suite #100
 Richardson Texas 75081

Key Construction Inc
 741 W. 2nd Street N.
 Wichita Kansas 67203-6004

SIGNATURE

DATE

Brent Weckar Project Manager

01/25/2021
DATE

Coversheet

CONSIDER/ACT TO APPROVE EXPANSION CAMPUSES FOR MANSFIELD, PEARLAND AND FT. BEND

Section: VI. Board Items for Discussion/Action
Item: D. CONSIDER/ACT TO APPROVE EXPANSION CAMPUSES
FOR MANSFIELD, PEARLAND AND FT. BEND
Purpose: Vote
Submitted by:
Related Material:
Combined Resolution and Expansion Requests 20210127 1747.pdf
27JAN Expansion Board Packet.pdf

**RESOLUTION OF THE BOARD OF DIRECTORS
INTERNATIONAL LEADERSHIP OF TEXAS, INC.,
AMENDING THE OPEN-ENROLLMENT CHARTER OF
INTERNATIONAL LEADERSHIP OF TEXAS**

WHEREAS, the Board of Directors of International Leadership of Texas, Inc., charter holder of International Leadership of Texas, desires to modify its Open-Enrollment Charter; and

WHEREAS, the Board desires to add six new campuses serving grades K-5 and 6-8 at new sites in the Fort Bend County, TX, Pearland, TX, and Mansfield, TX areas beginning in the 2022-2023 School Year; and

WHEREAS, 19 Texas Administrative Code § 100.1033(a) states that a Charter “may be revised with the consent of the charter holder by written amendment approved by the commissioner of education ...;” and

WHEREAS, under 19 Texas Administrative Code § 100.1033(b)(9)(A)(vi) a Charter Expansion Amendment Request may only be approved if, before voting to request the amendment, the governing body has considered a business plan as described below; and

WHEREAS, 19 Texas Administrative Code § 100.1033(b) permits a Charter Expansion Amendment Request to add new approved campuses and sites;

NOW, THEREFORE, the Board of Directors of International Leadership of Texas, Inc., charter holder of International Leadership of Texas, at a lawfully called meeting of the Board, held in compliance with the Texas Open Meetings Act, do hereby adopt the following Resolutions:

BE IT HEREBY RESOLVED THAT AS IT RELATES TO THE EXPANSION

1. The Board of Directors of International Leadership of Texas, Inc., charter holder of International Leadership of Texas (county-district no. 057-848), desires to expand by starting six new campuses in the greater Ft. Bend, Pearland and Mansfield, TX areas.
2. To that end, the Board of Directors of International Leadership of Texas, Inc., has considered the requisite business plans for the expansion required under 19 Texas Administrative Code § 100.1033(b)(9)(a)(vii) for such an amendment request containing the following elements:
 - a. A statement discussing the need for an expansion;
 - b. A statement discussing the current and projected financial condition of the charter school;
 - c. An unaudited statement of financial position for the current fiscal year;
 - d. An unaudited statement of activities for the current fiscal year;
 - e. An unaudited statement of cash flows for the current fiscal year;
 - f. A pro forma budget that includes the costs of operating the charter school, including the implementation of the expansion amendment;
 - g. A statement or schedule that identifies the assumptions used to calculate the charter school’s estimated foundation school program revenues;
 - h. A statement discussing the use of debt instruments to finance part or all of the charter school’s incremental costs;

- i. A statement discussing the incremental cost of acquiring additional facilities, furniture, and equipment to accommodate the anticipated increase in student enrollment;
 - j. A statement discussing the incremental cost of additional on-site personnel and identifying the additional number of full-time equivalents that will be employed; and
 - k. A statement that the growth proposed is financially prudent relative to the financial and operational strength of the charter school.
3. That the open-enrollment charter of International Leadership of Texas, Inc. be amended to add approved two school campuses one serving grades K-5 and the other serving grades 6-8 at new sites in the Fort Bend County, TX and/or surrounding areas for the 2022-2023 school year as set forth in **Exhibit A** to this resolution. ILTexas intends to seek additional expansion for a High School campus in the area in subsequent years.
4. That the open-enrollment charter of International Leadership of Texas, Inc. be amended to add approved two school campuses one serving grades K-5 and the other serving grades 6-8 at new sites in the Pearland, TX and/or surrounding areas for the 2022-2023 school year as set forth in **Exhibit A** to this resolution. ILTexas intends to seek additional expansion for a High School campus in the area in subsequent years.
5. That the open-enrollment charter of International Leadership of Texas, Inc. be amended to add approved two school campuses one serving grades K-5 and the other serving grades 6-8 at new sites in the Mansfield, TX and/or surrounding areas for the 2022-2023 school year, as set forth in **Exhibit A** to this resolution. ILTexas intends to seek additional expansion for a High School campus in the area in subsequent years.
6. That the open-enrollment charter of International Leadership of Texas, Inc., be amended to increase its maximum enrollment from 29,340 to 33,588 in order to accommodate future enrollment growth partially from the campuses above.
7. The Board of Directors has determined by majority vote of the board that the enrollment growth proposed in the business plan is prudent and in the best interest of the students.
8. That administration is authorized to submit to the Texas Education Agency such non-expansion and expansion charter amendment requests as are appropriate for procuring approval of the new campuses and sites and of any changes which might be appropriate to the campuses names and in order to serve students not yet served by International Leadership of Texas.

[END OF RESOLUTION. SIGNATURE PAGE AND EXHIBIT A FOLLOW.]

PASSED AND APPROVED BY THE MAJORITY OF MEMBERS OF THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS, INC., DBA INTERNATIONAL LEADERSHIP OF TEXAS, ON THE **27th DAY OF JANUARY, 2021.**

Members Voting in Favor of Resolution:

Maj. Gen. James Williams, Board President

Lynne Beach, M.D., Board Vice President

Mr. Tracy Cox, Board Secretary

Dr. Soner Tarim, Board Member

Mr. Peter Gudmundsson, Board Member

Mr. Chris Moreland, 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 **January 27, 2021**, which Resolution is in full force and effect and has not been revoked or amended.*

Secretary ____/____/____

Exhibit A to Resolution of January 27, 2021

DRAFT EXPANSION CHARTER AMENDMENT REQUEST

Charter School Expansion Amendment Request Form

Texas Education Agency

charteramendments@tea.texas.gov

Division of Charter School Authorizing and Administration

(512) 463-9575

Name of Charter:

County-District Number:

Name of Charter Holder:

Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No

If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

Mansfield, Texas

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

K-5

d. What is the estimated target number of students to be served at the proposed campus at capacity?

948

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

468

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Mansfield K-5

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKs-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Venus ISD, Joshua ISD, Keene ISD, Cleburne ISD, Grandview ISD, Godley ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Mansfield K-5 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Mansfield K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Mansfield area. Estimated Domain III sub-populations in the Mansfield area (based on Mansfield ISD data) compared to ILTexas charter demographics are as follows:

- African American - Est. - 31% - ILTexas - 28%
- Hispanic - Est. - 26% - ILTexas - 51%
- White - Est. - 30% - ILTexas - 12%
- American Indian - Est. - 0.3% - ILTexas - 0.3%
- Asian - Est. - 8% - ILTexas - 5%
- Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
- Two or more races - Est. - 5% - ILTexas - 3%
- Special Education - Est. - 10% - ILTexas - 6%
- Economically Disadvantaged - Est. - 44% - ILTexas - 66%
- English Language Learner - Est. - 10% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Mansfield area.
(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504

Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number

Superintendent Signature Email Address

Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number

Board President Signature Email Address

Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Mansfield ISD 62%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Mansfield area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student’s disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont’d.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
--	---------	-------

Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs’ English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students’ English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency

charteramendments@tea.texas.gov

Division of Charter School Authorizing and Administration

(512) 463-9575

Name of Charter:

County-District Number:

Name of Charter Holder:

Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No

If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Mansfield 6-8

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKs-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: *(complete 3a.-3b. for geographic expansion requests)*

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: *(complete 4a.-4b. for maximum enrollment expansion requests)*

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Mansfield 6-8 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Mansfield 6-8 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Mansfield area. Estimated Domain III sub-populations in the Mansfield area (based on Mansfield ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 31% - ILTexas - 28%
Hispanic - Est. - 26% - ILTexas - 51%
White - Est. - 30% - ILTexas - 12%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 8% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 5% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 10% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Mansfield area.
(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number

Superintendent Signature Email Address

Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number

Board President Signature Email Address

Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Mansfield ISD 62%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are high performing school systems in the Mansfield area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student’s disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont’d.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
--	---------	-------

Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs’ English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students’ English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency

charteramendments@tea.texas.gov

Division of Charter School Authorizing and Administration

(512) 463-9575

Name of Charter:

County-District Number:

Name of Charter Holder:

Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No

If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Pearland K-5

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKs-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTEs as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: *(complete 3a.-3b. for geographic expansion requests)*

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Dickinson ISD, Angleton ISD, Goose Creek Consolidated ISD, Hitchcock ISD, Danbury ISD, Needville ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: *(complete 4a.-4b. for maximum enrollment expansion requests)*

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

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2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Pearland K-5 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Pearland K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Pearland area. Estimated Domain III sub-populations in the Pearland area compared to ILTexas charter demographics are as follows:

African American - Est. - 15% - ILTexas - 28.%
Hispanic - Est. - 36% - ILTexas - 51%
White - Est. - 35% - ILTexas - 13%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 11% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 4% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 31% - ILTexas - 66%
English Language Learner - Est. - 9% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number

Superintendent Signature Email Address

Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number

Board President Signature Email Address

Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Pearland ISD 64%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Pearland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Pearland area.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC's) one or more times per week, with a concentration on evidence-based instructional strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency

charteramendments@tea.texas.gov

Division of Charter School Authorizing and Administration

(512) 463-9575

Name of Charter:

County-District Number:

Name of Charter Holder:

Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No

If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

d. What is the estimated target number of students to be served at the proposed campus at capacity?

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Pearland 6-8

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: *(complete 3a.-3b. for geographic expansion requests)*

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: *(complete 4a.-4b. for maximum enrollment expansion requests)*

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

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(See supplementary document - Section 2)

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(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Pearland 6-8 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Pearland 6- project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Pearland area. Estimated Domain III sub-populations in the Pearland area compared to ILTexas charter demographics are as follows:

African American - Est. - 15% - ILTexas - 28.%
Hispanic - Est. - 36% - ILTexas - 51%
White - Est. - 35% - ILTexas - 13%
American Indian - Est. - 0.3% - ILTexas - 0.3%
Asian - Est. - 11% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 4% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 31% - ILTexas - 66%
English Language Learner - Est. - 9% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

(See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number

Superintendent Signature Email Address

Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number

Board President Signature Email Address

Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Pearland ISD 64%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame. Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community.

The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Pearland area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Pearland area.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC's) one or more times per week, with a concentration on evidence-based instructional strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student's disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont'd.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs' English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students' English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency

charteramendments@tea.texas.gov

Division of Charter School Authorizing and Administration

(512) 463-9575

Name of Charter:

County-District Number:

Name of Charter Holder:

Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No

If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

Fort Bend County (or immediate surrounding areas), Texas

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

K-5

d. What is the estimated target number of students to be served at the proposed campus at capacity?

948

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

468

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Fort Bend County K-5

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKs-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTEs as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: (complete 3a.-3b. for geographic expansion requests)

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Brazos ISD, Aldine ISD, Damon ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). (**Attachment E: Evidence of Notification to Districts**)

4. Maximum Student Enrollment: (complete 4a.-4b. for maximum enrollment expansion requests)

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

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Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

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Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Fort Bend County K-5 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program. For our ILTexas Fort Bend County K-5 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Fort Bend area. Estimated Domain III sub-populations in the Fort Bend area (based on Fort Bend ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 27% - ILTexas - 28%
Hispanic - Est. - 27% - ILTexas - 51%
White - Est. - 16% - ILTexas - 13%
American Indian - Est. - 0.4% - ILTexas - 0.3%
Asian - Est. - 27% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 3% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 16% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Fort Bend area. (See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504			
Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number

Superintendent Signature Email Address

Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number

Board President Signature Email Address

Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Fort Bend ISD 67%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Fort Bend area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student’s disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont’d.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
--	---------	-------

Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs’ English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students’ English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

Charter School Expansion Amendment Request Form

Texas Education Agency
 Division of Charter School Authorizing and Administration

charteramendments@tea.texas.gov
 (512) 463-9575

Name of Charter: County-District Number:

Name of Charter Holder: Requested Effective Date:

Expansion amendments may be approved only if applicants meet all expansion criteria as indicated in 19 Texas Administrative Code (TAC) §100.1033. The charter school must have operated in Texas for a minimum of three consecutive years and must have "Accredited" status on the most recent rating.

A separate expansion amendment form must be completed, signed, and submitted for each campus the charter school is requesting. All other types of expansion requests may be combined in a single form. Prior to the submission of an amendment request, the charter school governing board and superintendent must engage in and demonstrate that a Growth Analysis Plan (GAP) has been conducted as reflected in Section II below.

Completed amendment requests must include this amendment form including the signed attestations found at the end of the form, a signed and dated board resolution, and all applicable attachments.

SECTION I - Requested Expansion Part 1

Check the appropriate box(es) for the expansion requested.

- 1. ADD ADDITIONAL CAMPUS - complete responses under Section I, Part 2, item 1.
- 2. ADD ADDITIONAL GRADE LEVEL(S) - complete responses under Section I, Part 2, item 2.
- 3. EXPAND GEOGRAPHIC BOUNDARY - complete responses under Section I, Part 2, item 3.
- 4. INCREASE MAXIMUM STUDENT ENROLLMENT - complete responses under Section I, Part 2, item 4.

SECTION I - Requested Expansion Part 2

1. Additional Campus: (complete items 1a.- 1j. for each campus expansion request)

a. Is the proposed campus within the currently approved geographic boundary of the charter? Yes No
 If no, check the GEOGRAPHIC BOUNDARY EXPANSION box in #3 above.

b. What is the proposed address of the requested campus?

Fort Bend County (or immediate surrounding areas), Texas

(Approval of the requested campus does not imply TEA approval of the proposed address.)

c. What grade levels will be served at the proposed campus at capacity?

6-8

d. What is the estimated target number of students to be served at the proposed campus at capacity?

468

e. What is the estimated target number of students to be served in tested grades at the proposed campus at capacity?

468

Charter School Expansion Amendment Request Form

f. Is the proposed campus a residential facility? Yes No

g. If the amendment is approved, is a new campus number required? Yes No

If no, to which campus number will the new site be assigned?

h. If a new campus number is requested, will this campus be evaluated under standard accountability measures?

Yes No

If no, submit an explanation as to how the campus will qualify for evaluation under alternative education accountability (AEA) measures. (Must meet AEA criteria and apply during AEA registration period.)

i. If a new campus number is requested, what is the proposed name of the new campus?

International Leadership of Texas Fort Bend County 6-8

j. Provide evidence that the charter school has notified relevant districts of potential impact (**Attachment C: Evidence of Impact Notification(s) to relevant district(s)**)

A certificate of occupancy with an "E" occupant code or equivalent certificate must be obtained and submitted to the agency for review and approval prior to serving students.

2. Additional Grade Levels (complete items 2a.- 2f. for grade-level expansion requests):

a. Current approved grade levels:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

b. Grade levels requested:

EE (3) PreK (4) Kindergarten 1 2 3 4 5 6 7 8 9 10 11 12

c. Campuses to serve the proposed grade levels:

d. Estimated target number of students to be served in grades that will be evaluated under the accountability rating system:

e. Estimated target percentage of students, including the grade levels to be added, that will be evaluated under the accountability rating system:

f. Attach a TEKS-aligned scope and sequence for the corresponding grade levels requested in reading/ELA, math, science, social studies, fine arts, PE, technology applications, and any LOTE as outlined in 19 TAC §74 as well as an analysis of the curricular materials that will be used and the rationale for how those materials were selected for each of the proposed grade levels. (**Attachment D: Scope and Sequence and accompanying documentation**)

Charter School Expansion Amendment Request Form

3. Geographic Boundary: *(complete 3a.-3b. for geographic expansion requests)*

a. List, in alphabetical order, the proposed independent school districts (ISDs) to be added to the charter's currently approved geographic boundary:

Brazos ISD, Aldine ISD, Damon ISD

b. Provide evidence of notification(s) to the ISD(s) listed above of the geographic boundary request(s). **(Attachment E: Evidence of Notification to Districts)**

4. Maximum Student Enrollment: *(complete 4a.-4b. for maximum enrollment expansion requests)*

a. Current approved maximum student enrollment:

b. Requested maximum student enrollment:

Only one maximum student enrollment increase is allowed during each calendar year.

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 1 - Justification and Rationale for Expansion and Board Consideration

Complete Section II, Part 1 in its entirety for **all** expansion requests.

1. Rational for Proposed Expansion - *Narrative response limited to 500 words.*

Describe the perceived need for the charter expansion in the community in which the charter proposes to expand. Describe the information which leads the charter school to believe there is a demand or need for the proposed expansion. Include in the response a detailed rationale for the proposed expansion.

International Leadership of Texas has proven to be one of the most successful charter schools in the United States since our charter was approved in 2012. We have almost 21,000 students in 33 schools throughout Dallas, Fort Worth, Houston, and College Station. We are the only school system in the United States with a trilingual curriculum with 100% of our students learning English, Spanish, and Chinese. We have more students learning Chinese than any other organization in the country. Chinese is designated as a national security language and is critical to the future international success of the United States. Demand for our exclusive trilingual leadership curriculum continues to rise. Our student enrollment grew 7.8% from 2019-2020 to 2020-2021 without adding any new campuses, despite state-wide challenges in student enrollment due to the COVID-19 pandemic. We currently have higher year-to-date, new student application numbers than we've had in the previous three years.

Our world-class buildings, with impeccable design and grooming, quickly become pillars of the community and help the areas we serve become destinations for families with children. 13 of our 14 K-8 campuses opened up with over 1,100 students in their first year.

Our K-8 campuses feed into high schools that provide ILTexas students with opportunities that bolster their acceptances into a four-year university. Our high school students travel throughout the United States, South America, and China. They have direct interactions with leaders like Vicente Fox, Charles Brown Jr. General Martin Dempsey and Kevin Rudd as part of our Leadership Speaker Series. We also have students receiving full-ride scholarships to play at Division I schools thanks to our world-class fitness and athletics programs. (See supplementary document - Section 1)

2. Board Resolution

Provide a resolution adopted by the governing body of the charter holder, with printed names and signatures, demonstrating that a quorum of the members voted in favor of amending the charter in a duly called public meeting. (**Attachment A: Board resolution**)

The board resolution should include a statement indicating that the charter holder governing body has considered a business plan and has determined by majority vote of board that the growth proposed is prudent. Include a list of current names if different from those submitted in the most recent Annual Governance Report.

3. Board Consideration

Provide a board agenda and minutes that show all elements linked to the proposed expansion, an included in the expansion application, were considered by the governing board in a duly called public meeting. (**Attachment B: Agenda and minutes**)

Draft minutes will be acceptable in lieu of final, board-approved minutes.

Charter School Expansion Amendment Request Form

SECTION II - Growth Analysis Plan Part 2 - Academic, Financial, and Operational Capacity Indicators

Complete Section II, Part 2 in its entirety for **all applicable** expansion requests.

Central Office capacity to support proposed expansion(s) - Narrative response limited to 250 words for each section.

1. Model - For additional campus requests only, describe the core elements of the school model and the steps taken to ensure that the school model as outlined in the charter contract will be faithfully replicated at the proposed campus(es).

Our unique curriculum teaches servant leadership as well as English, Spanish, and Chinese to all of our almost 21,000 students at 33 schools throughout Dallas, Fort Worth, Houston, and College Station.

In order to deliver on the promise of our mission, we provide each campus with a unique campus staffing structure, providing support to every individual. Support begins with a Professional Mentor Program for our principals. The program is led by two retired principals, and provides our principals with the mentorship, guidance and lessons they need to be successful campus leaders.

Our "secret sauce" are our Grade Level Administrators (GLA's), who teach a full class load while making sure every teacher on their team has the support needed to help their students thrive. We staff one GLA per grade level. GLA's report to the AP over their grade levels to ensure all needs are advocated for and met.

(See supplementary document - Section 2)

2. a. Talent: Capacity - For all expansion requests, describe the projected human resource capacity (the number of additional teachers and administrative support) required to implement the proposed expansion. This should include a reasonable number of administrators needed as well as teachers needed to comply with the charter's identified teacher-student ratio to successfully implement the expansion.

Our schools have a 1:20 teacher to student cap for K-2 and a 1:26 cap for grades 3-8. When establishing a new ILTexas campus, our new campus principal hires the following administrative staff: Admin Assistant, Budget Clerk, Registrar, Enrollment Specialist, Attendance Clerk, Receptionist (2), Associate Principal, Instructional Coach, Assistant Principal (2), 6-8 Counselor, 3rd Grade Bilingual Instructional Aide, Facilities Manager, Special Education Lead, Temp (2 - enrollment support).

To support our trilingual leadership curriculum, the principal will also hire 24 Kinder through second grade teachers, 18 third through fifth grade teachers, 4 elementary Chinese Teachers, 2 elementary fine arts teachers, 18 sixth through eighth grade teachers (includes Spanish and Chinese teachers), 3-4 middle school fine arts teachers, in addition to our special education teachers and dyslexia facilitator. Additionally, we hire an additional 10-15 staff members to fill roles in food services, student health services, specials, physical fitness, media services, and instructional aide.

(See supplementary document - Section 3)

Charter School Expansion Amendment Request Form

2. b. Talent: Sourcing and Training - For all expansion requests, describe how the charter will recruit, hire, and train the teachers and administrators needed to support the expansion. Include the timeline for completing such activities.

When establishing a new ILTexas campus, it is critical that we hire a principal who lives our mission and understands our brand of education so that they can build a team and a culture at their school. We will hire our Principal 12 months prior to the start of the new school year and that individual will spend that time hiring their team and preparing them to open the doors. The principal will be hired in July of the year prior to opening, and the bulk of their staff will be hired over the months of January, February, March and April as per our standardized schedule.

The principal will be supported by the ILTexas Headquarters Human Resources staff to recruit and interview potential candidates. Our Talent Recruiters utilize employment sites like LinkedIn and Indeed, social media platforms, Region talent resourcing and connect with local colleges and universities to find candidates.

Once a hire has been made, they are welcomed in and provided with the training and tools they need for success with the support of their new campus administration, and the Headquarters Professional Development team.
(See supporting document - Section 4)

3. Central Office Support - For all expansion requests, describe how the charter has or will increase capacity at central office to support the successful expansion of the charter school. This should include a detailed description of central office supports implemented to facilitate the expansion and considerations for additional academic, financial, and operational alignment and enhancement.

ILTexas has a Headquarters team experienced in opening new ILTexas campuses and managing the rapid growth that we so commonly see when opening in a new area. The Headquarters team partners and collaborates with Area Superintendents and Campus Administration to ensure that every ILTexas campus has the support they need. Our HQ team provides the majority of administrative support services to campuses. Headquarters support includes, but is not limited to: Curriculum, Finance & Payroll, Human Resources, Legal, Information Technologies, Marketing, PEIMS, Child Nutrition, Equity, and Operations.

Certain positions, like Registrars, Budget Clerks, Facilities Managers, and IT Techs, are embedded into campuses and report to both their campus principal and a Headquarters director to ensure aligned campus support. Each of these positions will be added for the ILTexas Fort Bend County 6-8 campus.

4. Community Engagement - For all expansion requests, describe how the charter will, post, approval, engage the community. This may include broad-based approaches such as advertising and social media, personalized approaches including community meetings and other forms of personal outreach, and stakeholder support including identifying and meeting with key community leaders.

ILTexas has always benefitted from a grassroots approach to expansions. Our parents are our greatest champions and do an incredible job of spreading the word of our program.. For our ILTexas Fort Bend County 6-8 project, we will continue leveraging our families and their word-of-mouth marketing efforts, with the addition of a targeted marketing strategy to support and enhance their efforts. Marketing will include direct mail to every door within a five mile radius as we have done with all 14 K-8 campuses for the last eight years.

We also believe in the importance of connecting our families with their campus administration, and will hold parent interest meetings, hosted by the new campus administration, as soon as those hires have been made. These parent interest meetings will be held at an existing ILTexas campus, to give prospective families an opportunity to clearly picture what an ILTexas education will look like for their student. These meetings will be supported by our Headquarters staff, including our Founder & CEO, our Academics team, our Marketing team, our Community Liaisons and our area Student Recruiters.

(See supplementary document - Section 5)

Charter School Expansion Amendment Request Form

SECTION II - GROWTH ANALYSIS PLAN Part 3 - Student Equity Indicators

Complete Section II, Part 3 in its entirety for **all** expansion requests as applicable.

Responses are required for all expansion requests from charter schools that received a C, D, or F on their most recent Domain III rating. Narrative response limited to 500 words for each section.

1. Projected Student Population - Narrative response limited to 500 words

Provide the estimated percentages of students in each of the Domain III student groups in the proposed expansion area, compared with student populations you are currently serving. Describe strategies and supports that will be implemented to ensure success for all student groups.

The current ILTexas student population pretty closely mirrors the student population we anticipate serving in the Fort Bend area. Estimated Domain III sub-populations in the Fort Bend area (based on Fort Bend ISD data) compared to ILTexas charter demographics are as follows:

African American - Est. - 27% - ILTexas - 28%
Hispanic - Est. - 27% - ILTexas - 51%
White - Est. - 16% - ILTexas - 13%
American Indian - Est. - 0.4% - ILTexas - 0.3%
Asian - Est. - 27% - ILTexas - 5%
Pacific Islander - Est. - 0.1% - ILTexas - 0.1%
Two or more races - Est. - 3% - ILTexas - 3%
Special Education - Est. - 10% - ILTexas - 6%
Economically Disadvantaged - Est. - 44% - ILTexas - 66%
English Language Learner - Est. - 16% - ILTexas - 29%

While ILTexas has always committed to providing every student with the support they need to become an exceptional leader, over the past year, we have added staff, and implemented programs to review and revise charter policies and systems to ensure equity for all students, regardless of race, gender, socioeconomics, etc. These additions include a new Chief Equity Officer, diversity, equity, and inclusion training for all staff, and a student equity council to involve our young leaders.

Additionally, ILTexas supports a higher number of Economically Disadvantaged and English Language Learners at the majority of our campuses than are reported in the Fort Bend area. (See supplementary document - Section 6)

Charter School Expansion Amendment Request Form

2. Supports for Students with Disabilities - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of students with disabilities and Section 504 students, including an analysis of current performance, areas where growth is needed, and the specific strategies and supports that will be implemented to ensure success for these students.

Since the inception of ILTexas in 2013, the number of students identified in need of Special Education program services has experienced a 91% growth rate, with a 6% growth rate between the 19-20 and 20-21 school year. The expectation of ILTexas Special Populations' students is to uphold the ILTexas Mission statement from exercising servant leadership to mastering the English, Spanish, and Mandarin Chinese languages. Special Populations' students are provided with appropriate accommodations and/or modification in all areas, including the Spanish and Chinese language classes, through the ARD committee or 504 meeting decision-making.

Special Populations students, who met approaching grade level standards or higher, during the 2018-2019 school year are as follows:

STAAR TEST - SPECIAL EDUCATION - 504

Reading -	30%	-	51%
Math -	34%	-	50%
Writing -	21%	-	37%
Science -	35%	-	67%
Social Studies -	28%	-	54%

To further close the STAAR performance gap in Reading, Math, and Writing with our Special Education students. ILTexas will continue to offer research-based intervention programs to support foundational concepts in Reading, Math, and Writing.

(See supplementary document - Section 7)

3. Supports for Bilingual Students/English Learners - Narrative response limited to 500 words

Provide a summary of the charter's efforts in meeting the needs of bilingual students/English learners, including an analysis of current performance and areas where growth is needed and the specific strategies and support that will be implemented to ensure success for these students.

Over the last eight years since ILTexas opened, the number of English learners (ELs) has increased steadily. The 2020 PEIMS snapshot reported 6,148 English learners, which represents 29% of the ILTexas student population.

ILTexas offers a Two-Way Dual Language Immersion Program (DLI) to all students in grades K-5. The goal of DLI is for all students to attain full proficiency in Spanish as well as English through the use of guided and independent multi-sensory experiences for language and literacy development in an academically challenging, research-based environment across all core content curriculum in order to promote bilingualism and biliteracy.

ILTexas offers an English as a Second Language (ESL) program to ELs in grades 6-12. This program enables ELs to become competent in the comprehension, speaking, reading, and composition of the English language through the integrated use of sheltered instruction methods. The program is designed to consider the students' learning experiences and incorporates the cultural aspects of the students' backgrounds. Teachers use and incorporate knowledge of the stages of second language acquisition and the four language domains, when delivering and assessing language and content.

(See supplementary document - Section 8)

Charter School Expansion Amendment Request Form

SECTION III Supplemental Requirements

1. Compliance Information for all Expansion Requests - as required by 19 TAC §100.1035, please include the following:

- a. Documentation identifying a board member's substantial interest in a business entity or in real property that relates to any charter business;
- b. Documentation of a board member's abstentions from voting in cases of potential conflicts of interest;
- c. Documentation, other than Annual Governance Reporting Forms, identifying family members and/or employees and/or contractors of the charter holder or charter school; **and**
- d. Documentation that board members or employees whose criminal history checks deemed them ineligible to serve were removed from service; **or** a signed statement attesting that within the last three (3) years there have been no instances of nepotism, conflicts of interest, or revelations in criminal history checks that deemed any board members or employee ineligible to serve.

(Attachment F: Compliance Information)

Business Plan - A business plan developed in accordance with the requirements outlined in 19 TAC §100.1033(b)(9)(A) (vii)(I-XI) and reviewed by the board shall be submitted within ten business days upon request by TEA.

By-laws and Articles of Incorporation - Must be current and on file with the agency.

SECTION IV Expansion Amendment Request Checklist

Include for Expansion Amendment Requests:

- Attachment A: Board resolution** (required for **all** requests)
- Attachment B: Agenda and minutes** (required for **all** requests)
- Attachment C: Evidence of Impact Notification(s)** (required for **campus** expansion requests only)
- Attachment D: Scope and Sequence** (required for **grade-level** expansion requests only)
- Attachment E: Evidence of Notification to District(s)** (required for **geographic boundary** expansion requests only)
- Attachment F: Compliance Information** (required for **all** requests)

Charter School Expansion Amendment Request Form

SECTION V Attestations

Superintendent Attestation -

As the Superintendent of the charter school, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Superintendent Phone Number
Superintendent Signature Email Address
Date

Board President Attestation -

As the President of the governing body of the charter holder, I understand that an expansion amendment is not a right or entitlement and that in determining if a change in the contract for charter is appropriate, the commissioner of education will review and consider specific issues including, but not limited to: charter performance data (e.g., accountability ratings, FIRST ratings, accreditation statuses, and underlying data) and compliance information. I also understand that prior to approving an expansion amendment request, staff in the following divisions and program areas will be consulted to determine if any potential problems or concerns exist with the charter holder or charter school: Performance Reporting, Charter School Administration, Child Nutrition, Financial Audits, Grants Administration, Legal Services, PEIMS Data Reporting, School Improvement, Federal Programs, Student Assessment, Governance, General Inquiries, and Complaints. I further understand that incomplete submissions may cause a delay in processing until all required documentation has been received by the Division of Charter School Administration and that the amendment request is not considered complete until such time.

Printed Name of Board President Phone Number
Board President Signature Email Address
Date

Section 1 – Cont’d.

ILTexas received a 92 on the 2019 Accountability Rating for College, Career, and Military Readiness. In 2018, we had 72% of graduates enrolled in a Texas institute of higher education, which is higher than the State average 52%, and the Fort Bend ISD 67%. The ILTexas graduating class earned more than \$40,000,000 in merit based scholarships and received acceptances into top universities, including: Stanford, The University of Chicago, Carleton College, Middlebury College, Duke University, Beijing Language and Culture University, and Notre Dame.

Additionally, 20% of our high school students are currently part of our MCJROTC program, which further prepares them for exceptional leadership roles in the international community. The expectation of all ILTexas students is that they will be accepted into a four-year college or university. We support this expectation by partnering with Academic Success Program, a college advising program, that helps them acquire scholarships, submit applications, and navigate financial aid, all at no cost to students or their families.

While there are a number of high performing school systems in the Fort Bend area, there is no other school system that can provide students with our unique brand of education. Not only do we teach all of our students’ mastery of the English, Spanish, and Chinese languages, we also provide them with opportunities to immerse themselves in the beauty of these cultures through the 105 international educators we recruit from around the world to teach them.

Our educational model produces a service-minded, internationally focused student with the integrity, intelligence, and adaptability that are integral to forging exceptional international leaders. There is no other school system that can provide an education like ILTexas.

Section 2 – Cont’d.

To support the mental health needs of our students and staff, each ILTexas K-8 campus has three counselors. Unlike other charters or ISD’s, our counselors are dedicated mental health counselors, focused solely on the social and emotional needs of our campus populations. We also have a registered nurse and nurses aid at every campus for any physical health needs.

All ILTexas campuses are staffed with an armed Peace Officer, and safety initiatives are led by our Safety and Security Director, who was a former police chief.

All schools follow the same scope and sequence (Year at a glance and daily pacing tools) developed by a team led by Dr. Laura Carrasco. Adjustments and campus-specific focus areas are data driven and based on STAAR data for relevant courses, supplemented by MAP data, and Lead4ward Leadership Report Card helping identify priority TEKS clusters.

Section 3 – Cont’d.

Our principals are supported in the hiring process by our HQ level Talent Recruiters, of which one holds a master’s degree, and the other two hold BA’s in Business and Human Resources.

Benefits like the ILTexas Teacher Merit Pay Program, which puts teachers on a path to a \$100,000 salary by giving 90% of the money we receive from TIA directly to the teacher who earned the designation, and our Aspiring Administrators Academy (AAA), which provides our staff an opportunity to grow within our organization not only attracts education professionals to our program, it also keeps them here as well.

Section 4 – Cont’d.

All ILTexas staff are welcomed into any new school year with a week long extensive professional development session that helps elevate their skill sets, while also helping them understand and embrace our mission and our “why.” New to ILTexas teachers receive an additional week long PD as part of our New Teacher Training. New campus administrators are also included in a New Administrators Boot Camp conducted by Area Superintendents, Headquarters Directors and our Executive Director of Professional Development.

New teachers are also provided with a mentor teacher who offers coaching and instructional support throughout the year and new to the profession teachers receive additional monthly PD sessions.

Section 5 – Cont’d.

At ILTexas, our motto is Others Before Self, and we teach our students to be servant leaders. When we expand into new communities, our goal is to provide students with an exceptional, accessible education, while also supporting the needs of the community we serve. As a charter, we’ve made a habit of routinely meeting with local officials and community leaders in an effort to seek out ways in which we can provide support and services to our students, their families, and our community neighbors.

Section 6 – Cont’d.

We have a team of community liaisons, staffed at the area level that support our economically disadvantaged students through community services, uniform programs, free meals, and other resources. We also staff behavior specialists, utilize PBIS, provide instructional coaches, and will add a Dean of Instruction, paid out of federal funds for our highest need campuses.

Finally, as a language school, we are already fully equipped to help any student master the English, Spanish and Chinese languages, regardless of the language they come to us speaking.

Section 7 – Cont’d.

To date, ILTexas has a total of 451 students enrolled into these intervention programs. This year, our students have experienced a 6% Lexile Growth, 15% Fluency Growth, and 11% Quantile Growth in the Fall 2020 semester.

All Special Education staff will receive on-going training and Professional Learning Communities (PLC’s) one or more times per week, with a concentration on evidence-based instructional

strategies to support Read, Math, and Writing instruction. Additionally, all campus and instructional staff have access to trained Special Education Academic and Behavior Specialists, positively impacting student success through teacher growth and support in lesson development, classroom management, and the implementation of well-developed Individualized Education Plans (IEPs) with fidelity.

Special Populations teams work together to ensure the individual needs of disabled students are met as well as those of non-disabled students. The Special Education and 504 teams begin by ensuring appropriate child-find and initial evaluations/reevaluations and that eligible students receive Free and Appropriate Education (FAPE) through the provision of a IEP or Section 504 plan to meet the individual educational needs of eligible students as adequately as the needs of nondisabled students are met with a focus on providing education to students with disabilities in the least restrictive environment.

The Special Populations Department establishes standards and procedures in the identification and evaluation process, including implementation of procedural safeguards regarding the identification, evaluation, placement, or provision of FAPE to a student and meaningful parental participation. This also includes providing students with disabilities equal access to non/academic and/or extracurricular services and safeguards relating to a student’s disability during disciplinary proceedings.

Additionally, because we are committed to completing every student IEP, we also contract out student services as needed to ensure every need is met.

Section 8 – Cont’d.

The 2019 Results Driven Accountability (RDA) shows that ILTexas has not been staged for the Bilingual/ESL program:

Grades 6-8

	ILTexas	State
Reading	65%	58%
Science	77%	58%
Social Studies	52%	40%
Writing	61%	46%

High School

	ILTexas	State
--	---------	-------

Science	81%	71%
Social Studies	93%	75%
English	61%	35%

However, there are areas that still need improvement such as Reading, Math, and Writing in elementary grades. The Dual Language and English Learner Departments provide targeted support to teachers by bringing in experts in the field of dual language and ESL, through modeling of best practices, and by offering teachers ongoing professional learning opportunities.

100% of ILTexas students are language learners and 100% of the teachers are language teachers. ILTexas has a targeted and focused professional development plan to build staff capacity in serving ELs. All ILTexas teachers are trained in Sheltered Instruction. The goal of sheltered instruction is to help ELs develop content knowledge, language proficiency, and academic skills at the same time. The EL Department at ILTexas offers targeted support to staff so that they can address the specific needs of their ELs. The EL Department and campus leadership continuously support and monitor implementation of Sheltered Instruction and differentiation based on ELs’ English proficiency level. EL coaches and coordinators participate in grade level Professional Learning Communities (PLCs) and support lesson planning by including the ELPS and providing Sheltered Instruction strategies.

ILTexas has an internal system to monitor EL progress in language acquisition in all four domains, as it will be reflected on TELPAS. Teachers monitor each EL student progress three times a year in all four domains: listening, speaking, reading, and writing. Based on students’ English proficiency level, teachers adjust the linguistic accommodations to provide appropriate scaffolds to ensure student progress to the next proficiency level.

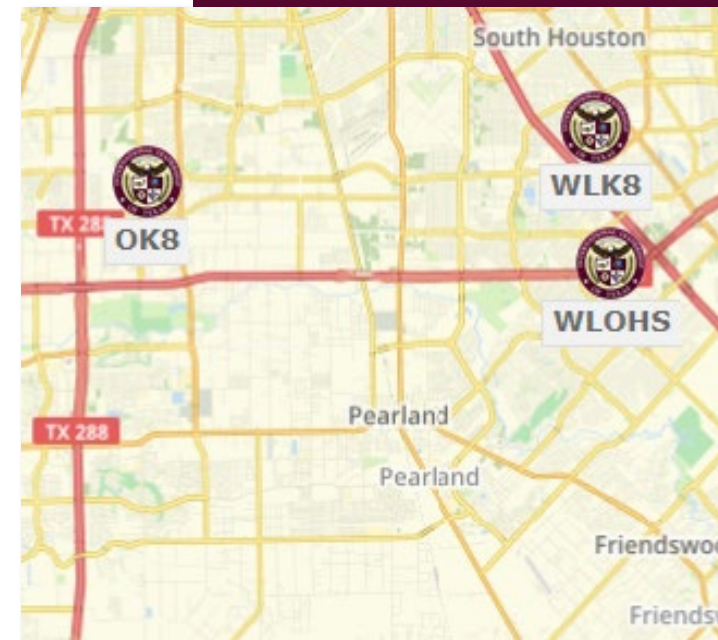
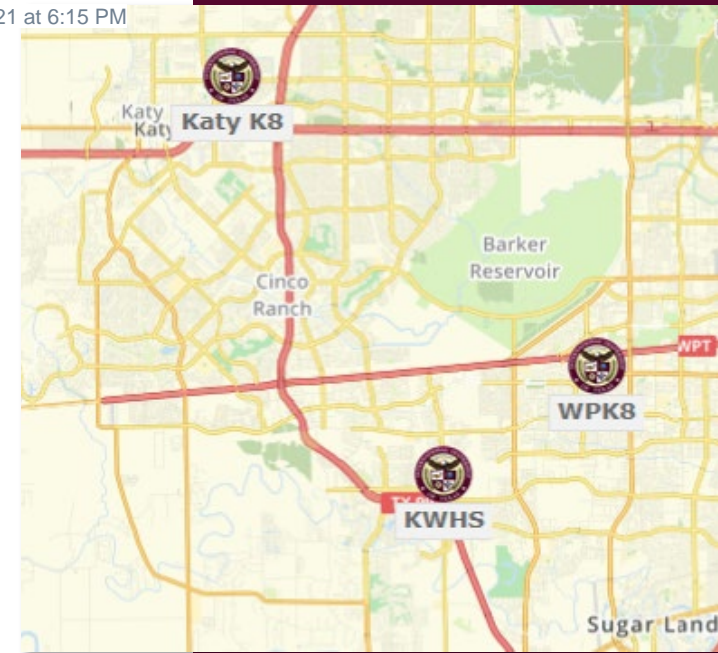
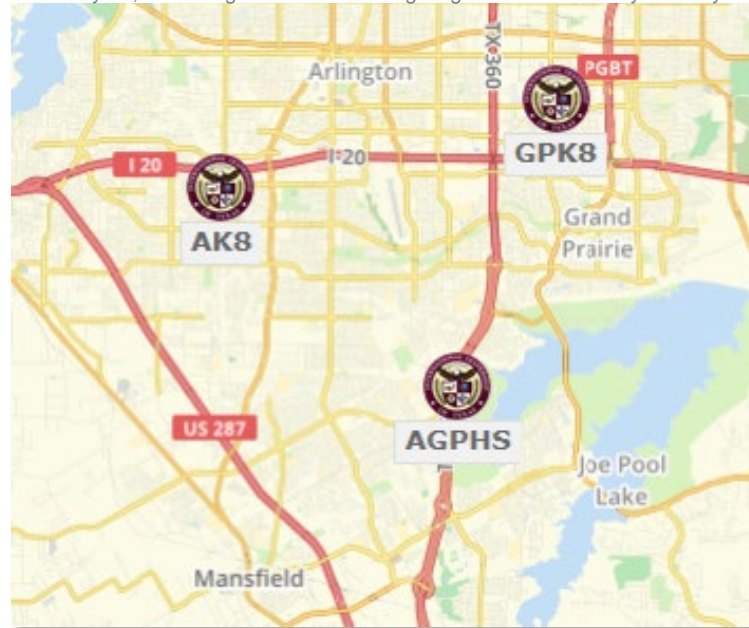
EL student progress is closely monitored through data received from classroom observations and assessment tools such as K-8 Reading Assessments, iStation, End-of-Cycle Assessment, MAP Assessments, and EL Progress Monitoring. Data is used to plan for further support that addresses EL student growth.

2022 Expansions

Expansion Locations:

- **Mansfield K-8:** Feed into Arlington-Grand Prairie High School
- **Fort Bend County K-8:** Feed into Katy-Westpark High School
- **Pearland K-8:** Feed into Windmill Lakes-Orem High School

➤ Each campus will have a K-5 and a 6-8 school, with a total of 1,416 Students preparing to be exceptional servant leaders in the international community.



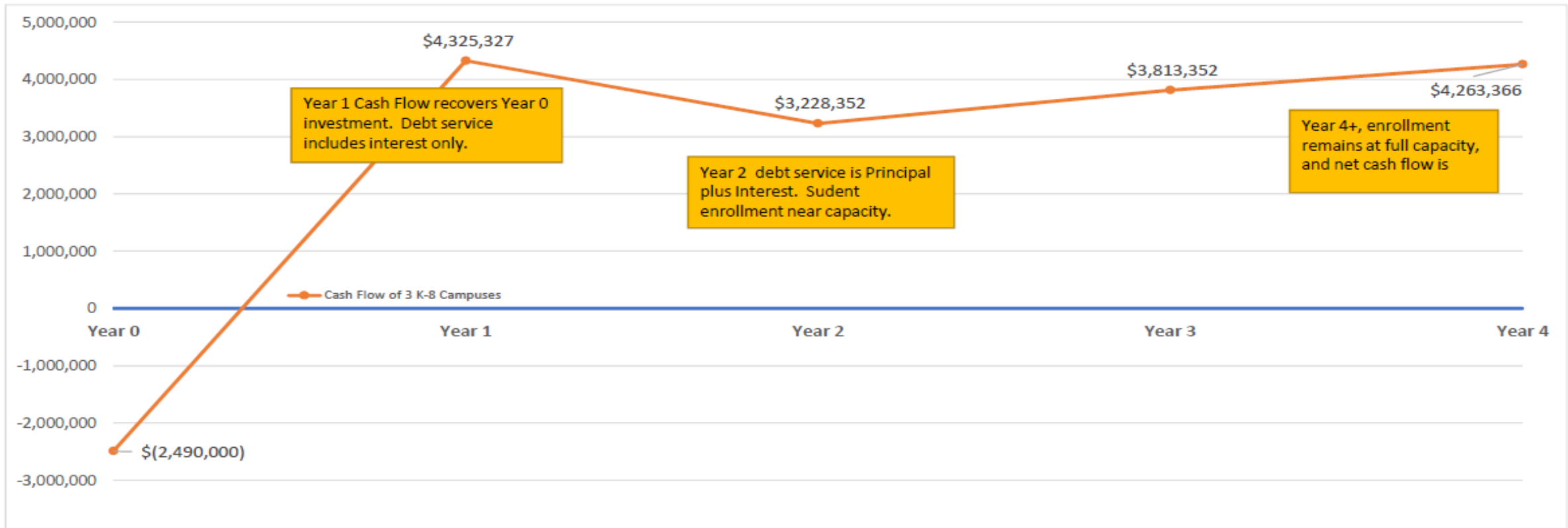
**K-8 Growth Model
Executive Summary**

CASH FLOW SNAPSHOT

Three New-Build K-8

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Year 10	Year 15	Year 20	Year 25	Year 30
Enrollment		3,600	3900	4050	4248	4248	4248	4248	4248	4248	4248
Revenue	-	36,000,000	39,000,000	40,500,000	42,480,000	42,480,000	42,480,000	42,480,000	42,480,000	42,480,000	42,480,000
Direct Expenses	2,040,000	7,400,627	8,570,627	9,155,627	9,605,641	9,605,641	30,325,559	30,325,559	30,325,559	30,325,559	30,325,559
Administrative Support	450,000	2,160,000	2,340,000	2,430,000	2,548,800	2,548,800	2,548,800	2,548,800	2,548,800	2,548,800	2,548,800
Debt Service	-	3,075,300	5,342,275	5,342,275	5,342,275	5,342,275	5,342,275	5,342,275	5,342,275	5,342,275	5,342,275
Net Cash Flow	(2,490,000)	4,325,327	3,228,352	3,813,352	4,263,366	4,263,366	4,263,366	4,263,366	4,263,366	4,263,366	4,263,366
DS Coverage		2.4	1.6	1.7	1.8	1.8	1.8	1.8	1.8	1.8	1.8
Project Cash Flow (Cumulative)	(2,490,000)	1,835,327	5,063,678	8,877,030	13,140,396	17,403,763	38,720,595	60,037,427	81,354,260	102,671,092	123,987,924

Cash flow growth with 3 new K-8 campuses



Financial Impact

BASE MODEL ASSUMPTIONS

Enrollment at scale	4,248
Revenue \$/ADA	10,000
Revenue Growth Method	Flat
Administration \$/ADA	\$600
Capital Investment	102,000,000
Debt - 3%, 30 year, 0.5% Orig.	5,342,275

1,416 each
 Current total State funding is higher. Additional funding expected from Food Service and Federal Funds.
 No growth to revenue or expense.
 Currently \$807 per student
 \$34 million each, Includes all land, building, equipment and and curriculum to serve every student.
 MADS; PSF Backed Bonds - 1st year Interest Only

Days Cash on Hand

ILTexas will always maintain 100 days cash on hand at June 30. Impact of the three additional K-8 campuses:

	Year 1*	Year 2	Year 3	Year 4
Total Cash Expenses	31,674,673	32,696,348	33,611,348	35,141,334
Daily Expenses	86,780	89,579	92,086	96,278
Project Cash Flow (Retained)	1,835,327	5,063,678	8,877,030	13,140,396

*Year 1 Project Cash Flow Includes negative cash generated for investment in Year 0.

INTERNATIONAL LEADERSHIP OF TEXAS - UNAUDITED

Expenses by Object Code

Enrollment Revenue per Student Revenue	Year 1 2022-2023	Year 2 2023-2024	Year 3 2024-2025	Year 4 2025-2026	Year 5 2026-2027	Year 10 2031-2032	Year 15 2036-2037	Year 20 2041-2042	Year 25 2046-2047	Year 30 2051-2052
	1,200	1,300	1,350	1,416	1,416	1,416	1,416	1,416	1,416	1,416
	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000	10,000
	12,000,000	13,000,000	13,500,000	14,160,000	14,160,000	14,160,000	14,160,000	14,160,000	14,160,000	14,160,000
6239 ESC SERVICES	282	282	282	296	296	296	296	296	296	296
6249 CONTRACTED MAINT/RPR	149,184	149,184	149,184	156,478	156,478	156,478	156,478	156,478	156,478	156,478
6254 INTERNET SERVICES	13,966	13,966	13,966	14,649	14,649	14,649	14,649	14,649	14,649	14,649
6256 WATER/WASTE MGMNT	71,400	71,400	71,400	74,891	74,891	74,891	74,891	74,891	74,891	74,891
6257 PHONE	13,843	13,843	13,843	14,520	14,520	14,520	14,520	14,520	14,520	14,520
6258 ELECTRIC	102,502	102,502	102,502	107,513	107,513	107,513	107,513	107,513	107,513	107,513
6259 GAS	3,015	3,015	3,015	3,162	3,162	3,162	3,162	3,162	3,162	3,162
6269 RENTALS-OP LEASES	28,246	28,246	28,246	29,627	29,627	29,627	29,627	29,627	29,627	29,627
6297 SECURITY SERVICE/STUDENT	76,338	76,338	76,338	80,070	80,070	80,070	80,070	80,070	80,070	80,070
6299/2 Food Service Contracted Services	590,720	590,720	590,720	619,600	619,600	619,600	619,600	619,600	619,600	619,600
6299 MISC. CONTRACTED SERVICE	-	452,100	452,100	474,203	474,203	474,203	474,203	474,203	474,203	474,203
62-- Professional and Contracted Svcs.	-	1,501,597	1,501,597	1,501,597	1,575,008	1,575,008	1,575,008	1,575,008	1,575,008	1,575,008
6319 SUPPLIES M/O	36,655	36,655	36,655	38,447	38,447	38,447	38,447	38,447	38,447	38,447
6321 TEXTBOOKS	387,869	387,869	387,869	406,832	406,832	406,832	406,832	406,832	406,832	406,832
6329 READING MATERIALS	35,848	35,848	35,848	37,601	37,601	37,601	37,601	37,601	37,601	37,601
6399 GENERAL SUPPLIES	213,138	213,138	213,138	223,558	223,558	223,558	223,558	223,558	223,558	223,558
6669 F&E / GRANT FUNDED	-	21,610	21,610	22,666	22,666	22,666	22,666	22,666	22,666	22,666
63+66 Other Supplies & Materials	-	695,120	695,120	695,120	729,103	729,103	729,103	729,103	729,103	729,103
6411 EMPLOYEE TRAVEL	243	243	243	243	243	243	243	243	243	243
6412 TRAVEL-STUDENTS	-	-	-	-	-	-	-	-	-	-
6419 TRAVEL--NON-EMP	-	-	-	-	-	-	-	-	-	-
6429 INS/BONDING COSTS	-	-	-	-	-	-	-	-	-	-
6449 DEPR EXP	-	-	-	-	-	-	-	-	-	-
6495 MEMBERSHIPS AND DUES	206	206	206	206	206	206	206	206	206	206
6499 MISC OP COSTS	-	15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958	15,958
64-- Other Operating Expenses	-	16,408	16,408	16,408	16,408	16,408	16,408	16,408	16,408	16,408
Total Expenses	680,000	8,813,124	9,363,124	10,108,520	10,108,520	10,108,520	10,108,520	10,108,520	10,108,520	10,108,520
ADMINISTRATIVE OVERHEAD	150,000	720,000	780,000	810,000	849,600	849,600	849,600	849,600	849,600	849,600
Net Operating Surplus	(830,000)	2,466,876	2,856,876	3,051,876	3,201,880	3,201,880	3,201,880	3,201,880	3,201,880	3,201,880
Debt Service		1,025,100	1,780,758	1,780,758	1,780,758	1,780,758	1,780,758	1,780,758	1,780,758	1,780,758
Net Cash Flow	(830,000)	1,441,776	1,076,117	1,271,117	1,421,122	1,421,122	1,421,122	1,421,122	1,421,122	1,421,122
Project Cash Flow	(830,000)	611,776	1,687,893	2,959,010	4,380,132	5,801,254	12,906,865	20,012,476	27,118,087	34,223,697
	D/S Coverage:	2.4	1.6	1.7	1.8	1.8	1.8	1.8	1.8	1.8
INVESTMENT	(34,000,000)	28,926.64	32,668.17	33,503.79	34,901.04	34,901.04	34,901.04	34,901.04	34,901.04	34,901.04
30 Year 3% + 0.5% Issuance cost		86,780	82,192							
Interest Only for 1st year		8,677,993								

Coversheet

CONSIDER/ACT TO AUTHORIZE ADMINISTRATION TO APPLY FOR PSF

Section:	VI. Board Items for Discussion/Action
Item:	E. CONSIDER/ACT TO AUTHORIZE ADMINISTRATION TO APPLY FOR PSF
Purpose:	Vote
Submitted by:	
Related Material:	ILT - PSF Guarantee Resolution (2021).pdf

International Leadership of Texas, Inc.
Resolution of the Board of Directors
Requesting PSF Guarantee
January 27, 2021

The Board of Directors (the “Board”) of International Leadership of Texas, Inc. (the “Company”) hereby approves and adopts the following resolution:

RESOLUTION OF THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS REQUESTING THE PERMANENT SCHOOL FUND GUARANTEE OF BONDS AND AUTHORIZING THE ADMINISTRATION TO PURSUE BOND FINANCING TO FINANCE EDUCATIONAL FACILITIES, AND CONTAINING OTHER MATTERS RELATED THERETO

WHEREAS, the Company operates public elementary and public secondary schools which are essential governmental functions in the State of Texas; and

WHEREAS, the Company has (i) operated at least one open-enrollment charter school in the state of Texas for at least three years, (ii) for the last three years, had an audit required by §100.1047 of Title 19, Texas Administrative Code (relating to Accounting for State and Federal Funds) that was completed with unmodified opinions and (iii) received an investment grade credit rating as specified by §45.0541 of the Texas Education Code; and

WHEREAS, the Company desires to issue bonds in one or more series on a taxable or tax-exempt basis in an amount not to exceed \$110,000,000 (the “Bonds”) to (i) finance the costs of land and the acquisition, construction, repair, or renovation of educational facilities, (ii) to refinance one or more promissory notes, each in an amount in excess of \$500,000, that evidence one or more loans from a national or regional bank, the proceeds of which loans were used for a purpose described in (i), and (iii) bonds that have previously been issued under that chapter and have previously been approved by the attorney general (collectively, the “Project”); and

WHEREAS, the Company desires to make one or more requests to the Texas Education Agency (“TEA”) for guarantee of the Bonds under and pursuant to the Bond Guarantee Program established under Chapter 45, Subchapter C, Texas Education Code (each, a “Company Request”); and

WHEREAS, the Board now desires to (i) approve the submission of the Company Request to the TEA with respect to the issuance of the Bonds; (ii) authorize the President of the Board, Chief Executive Officer and Chief Operating Officer of the Company to take all necessary actions to pursue bond financing and present the final pricing to the Board for final approval; and (iii) take and authorize certain other actions in connection with the foregoing;

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF DIRECTORS OF INTERNATIONAL LEADERSHIP OF TEXAS, as follows:

RESOLVED, that the action or directed action of the Company in connection with the submission of the Company Request to the TEA for the Bonds is hereby approved; and

RESOLVED FURTHER, that the Company hereby requests guarantee of the Bonds through the Bond Guarantee Program as established under Chapter 45, Subchapter C, Texas Education Code; and

RESOLVED FURTHER, that the Company hereby appoints the President of the Board, Chief Executive Officer and Chief Operating Officer of the Company, or their designee, as the Authorized Representatives of the Company; and

RESOLVED FURTHER, that the Company hereby authorizes the Authorized Representatives to pursue the bond financing and take all actions and approve, execute and deliver all such agreements, instruments and other documents on behalf of the Company as they may deem necessary or desirable (as conclusively evidenced by the taking of such action or the execution and delivery of such agreements, instruments or other documents by the Authorized Representatives) in connection with preparation and marketing of the Bonds or in order to effectuate the further purposes of any of these resolutions; and

RESOLVED FURTHER, that the Authorized Representatives shall be and each is hereby expressly authorized, empowered and directed from time to time and at any time to approve and to do and perform all acts and things and to approve, execute, acknowledge and/or deliver, in the name and on behalf of the Company, any and all documents, certificates, financing statements and other instruments, whether or not herein mentioned, any agreements, covenants, options, remedies or restrictions, as they may determine to be necessary or desirable in order to carry out the financing, purchase, acquisition, construction and completion of the Project, and to present such final pricing and related documents to the Board for approval prior to issuing the Bonds; and

RESOLVED FURTHER, that on this date, January 27, 2021, the members of the Board, at a lawfully called meeting of the Board, approved this Resolution with immediate effect.

* * * * *

CERTIFICATE OF RESOLUTION

INTERNATIONAL LEADERSHIP OF TEXAS

I, the undersigned, hereby certify that I am the Secretary of the Board of Directors (“Board”) of International Leadership of Texas, Inc. (the “Company”), a non-profit corporation duly organized under the laws of the State of Texas. I further certify that at a meeting of the Board of Directors of the Company, duly and legally called and held in accordance with the Articles of Incorporation and Bylaws of the Company on January 27, 2021, the above Resolution (the “Resolution”) was duly adopted, at which time a quorum of such body was present and voting throughout, and at which such body had authority under the laws of Texas to adopt the Resolution; the Resolution has been duly recorded in said Board's minutes of said meeting; each of the officers and members of said Board was duly and sufficiently notified officially and personally, in advance, of the date, hour, place and purpose of the aforesaid meeting, and that said Resolution would be introduced and considered for adoption at said meeting, and each of said officers and members consented, in advance, to the holding of said meeting for such purpose; said meeting was open to the public as required by law, and public notice of the date, hour, place and subject of said meeting was given in accordance with the Texas Open Meetings Act Chapter 551, Texas Government Code, Section 12.1051, and the Resolution has not been rescinded, modified or amended and are in full force and effect on the date hereof.

Secretary, Board of Directors
International Leadership of Texas, Inc.

Coversheet

CONSIDER/ACT TO SELECT ARCHITECT FOR NEW ILTEXAS HEADQUARTERS

Section: VI. Board Items for Discussion/Action
Item: F. CONSIDER/ACT TO SELECT ARCHITECT FOR NEW
ILTEXAS HEADQUARTERS
Purpose: Vote
Submitted by:
Related Material: RFQ 21-001 Response by Perkins-Will 1.15.21.pdf

Copy

International Leadership of Texas

RFQ 21-001 for Architectural Services

January 15, 2021



Perkins&Will

Perkins&Will



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Front Cover:

Unilever, New Jersey

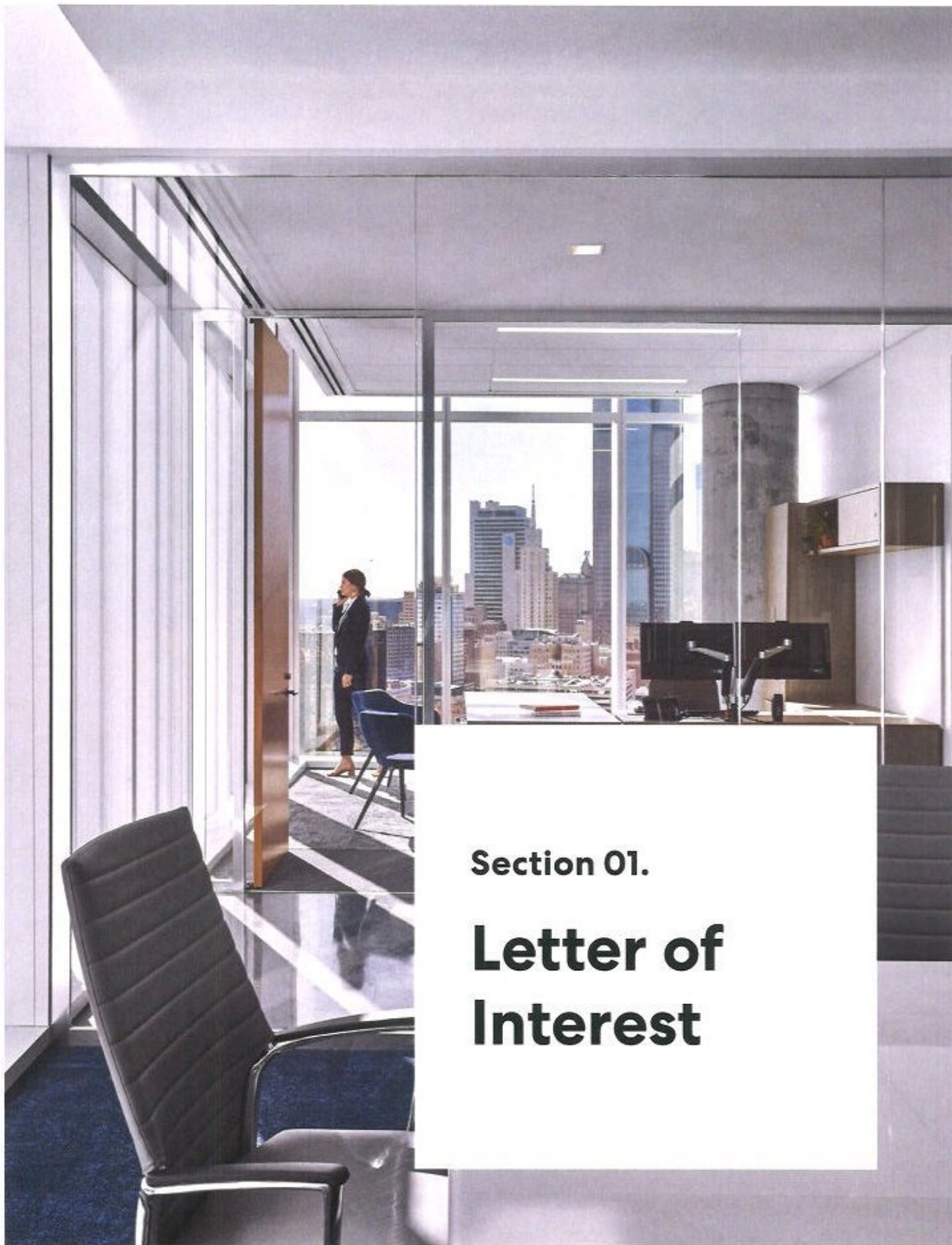
Left:

Brierley+Partners, Frisco, Texas

Perkins&Will



Our Dallas Studio, Dallas, Texas



Section 01.

Letter of Interest

Letter of Interest

International Leadership of Texas

Dear Charles,

Thank you for the opportunity to present our qualifications as a partner to the International Leadership of Texas in the design of the new administrative workplace in Richardson, Texas. It is an exciting time for all of us who strive to create workplaces that truly support business and we applaud your commitment to explore new options that will benefit the business, schools and employees. We have provided an overview of our design and qualifications to demonstrate the many ways we can support the International Leadership of Texas' mission as we move into this new era of workplace design. We are excited to bring our global research and resources to this project and create a workplace beyond your expectations.

Perkins&Will's core values are based around client engagement, design, sustainability, research and in general supporting the broader goals of society. Like the International Leadership of Texas, we have a close tie to education as we were founded in 1935 as an educational design practice for K-12. Today we are a large firm practicing in many markets with deep and diverse resources and we thrive on innovation solutions. We are proud to be considered experts in workplace design, but enjoy collaborating with our peers in other markets, such as education, to bring the best solutions and ideas to your project.

We have also provided project experiences that are relevant to request to see modern office spaces, including administrative and support spaces and auditorium and training facilities. The designs shown on these pages represent the unique business and culture of each client and demonstrate our recent and directly applicable experience to leverage on your projects. We hope you notice the variety in the projects and each space is truly custom designed to each client and their individual needs.

We are confident that we can bring the right team to your project and that our combination of management and design skills will make us stand above our competitors. Here are a couple of questions we would like to proactively answer:

What can you expect from Perkins&Will? – You can count on us to create solutions that work. You can rely on us to provide highly experienced design professionals to guide you through the process. And, you can even look forward to enjoying that process.

How does Perkins&Will deliver real value? – We provide a high level of service with passion, professionalism, and personality. We balance creative dexterity with business efficiency and therefore Perkins&Will can provide you with a unique and effective product. It's our culture to work smarter and that's exactly what is reflected in our solutions.

How will Perkins&Will know what you need? – We promise to listen to objectives for the project and to use the programming phase as a way to learn everything we can about the International Leadership of Texas. That way you get a solution that is not just a reaction, but a response.

Thank you again for inviting us to submit our qualifications. Client relationships are very important to us and we are excited about the opportunity to build a new relationship with the International Leadership of Texas. We hope this submission successfully establishes our interest and qualification and piques your interest in working with us. We look forward to our next steps but in the meantime, please do not hesitate to contact us if you have any questions.

Sincerely,



Courtney Johnston, RID, IIDA, LEED AP®
Principal, Managing Principal



Justin Parscale, AIA, LEED AP®
Principal, Client Engagement Leader

Perkins&Will

The undersigned authorized representative of the proposing organization indicated below hereby acknowledges:

1. That he/she is authorized to enter into contractual relationships on behalf of the proposing organization indicated below, and
2. That he/she has carefully examined this RFQ Invitation, the accompanying RFQ Forms, and all Terms and Conditions associated with this RFQ Invitation, and
3. That he/she proposes to supply any products or services submitted under this RFQ Invitation in strict compliance with the all Terms and Conditions associated with this RFQ Invitation, unless any exceptions are noted in writing with this Proposal response, and
4. That if any part of this RFQ is accepted, he/she will furnish all products or services awarded under this Proposal in strict compliance with all Terms and Conditions associated with this RFQ Invitation, unless any exceptions are noted in writing with this Proposal response, and
5. That the individual, firm and/or any principal of the firm on whose behalf this proposal is submitted is not listed on the Federal Government's "List of Parties Excluded from Federal Procurement and Non-procurement Programs" published by the U.S. General Services Administration (GSA) effective and compliance with the FCC "Red Light Rule" as of the date of opening of this proposal, and agrees to notify the School of any debarment inquiries or proceedings by any federal, state or local governmental entity that exist or may arise between the date of this submission and such time as an award has been made under this procurement action.
6. That the proposing organization in compliance with all federal, state, and local environmental codes, laws, and statutes.

Perkins&Will

Name of Proposing Organization

2218 Bryan Street, Suite 200

Address

Dallas, TX, 75201

City, State, Zip

(214)735-3539

Telephone Number of Authorized Representative

(214) 283-8701

Fax Number of Authorized Representative

January 15, 2021

Date



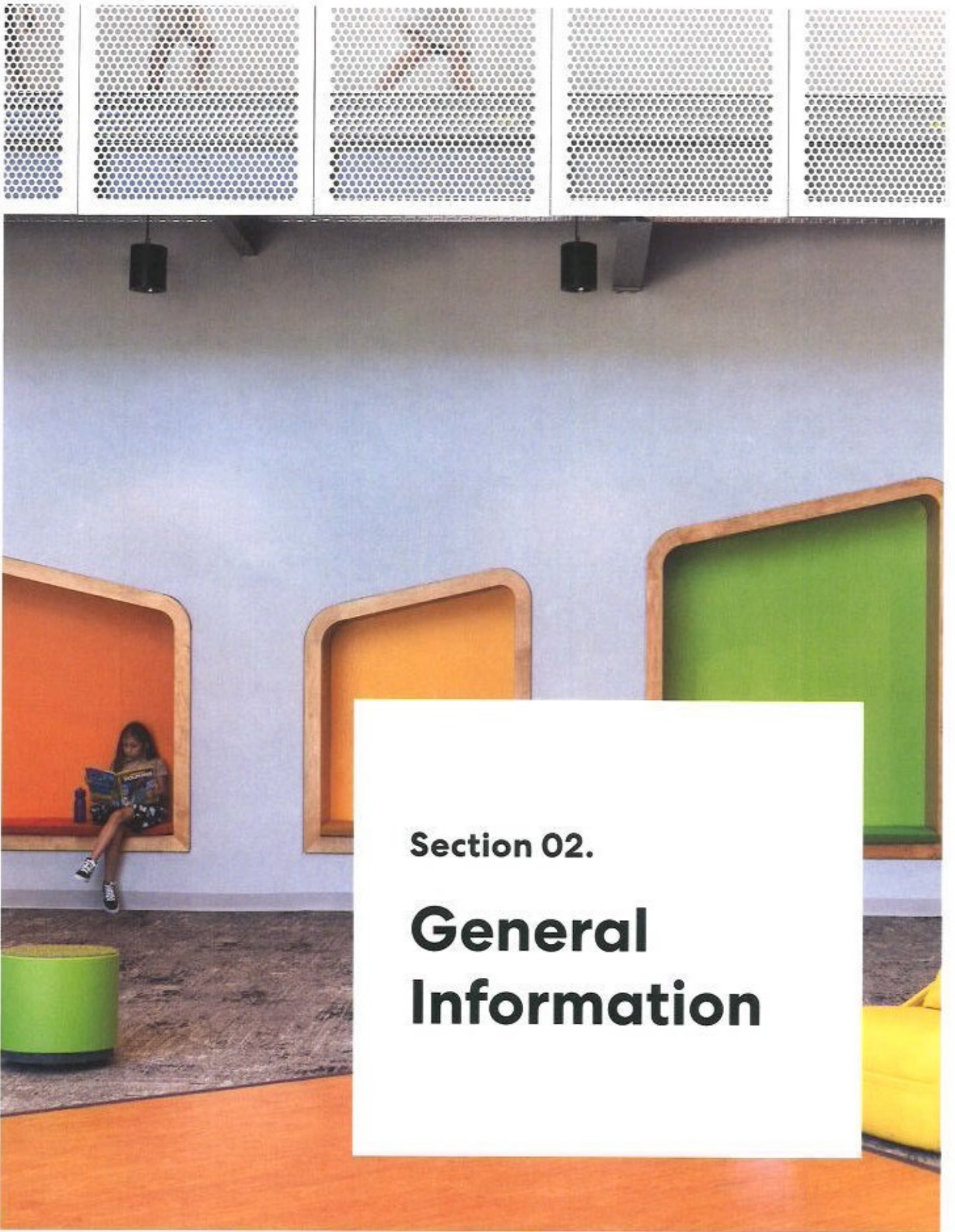
Signature of Authorized Representative

Courtney Johnston

Printed Name of Authorized Representative

Managing Principal

Position or Title of Authorized Representative



Section 2

Section 02.

**General
Information**

General Information



Our Dallas Studio, Dallas, Texas

a. Provide General information for your Firm.

Firm Name: Perkins&Will

Address: 2218 Bryan Street, Suite 200

City: Dallas State: TX Zip: 75201

b. b) Contact Person(s) – limited to two persons per firm/application

Contact No.1

Name: Justin Parscale

Title: Client Engagement Leader

Telephone: (214) 283-8762 Fax: (214) 283-8701

Internet/E-mail address: justin.parscale@perkinswill.com

Contact No. 2

Name: Courtney Johnston

Title: Managing Principal

Telephone: (214) 735-3539 Fax: (214) 283-8701

Internet/Email address: courtney.johnston@perkinswill.com

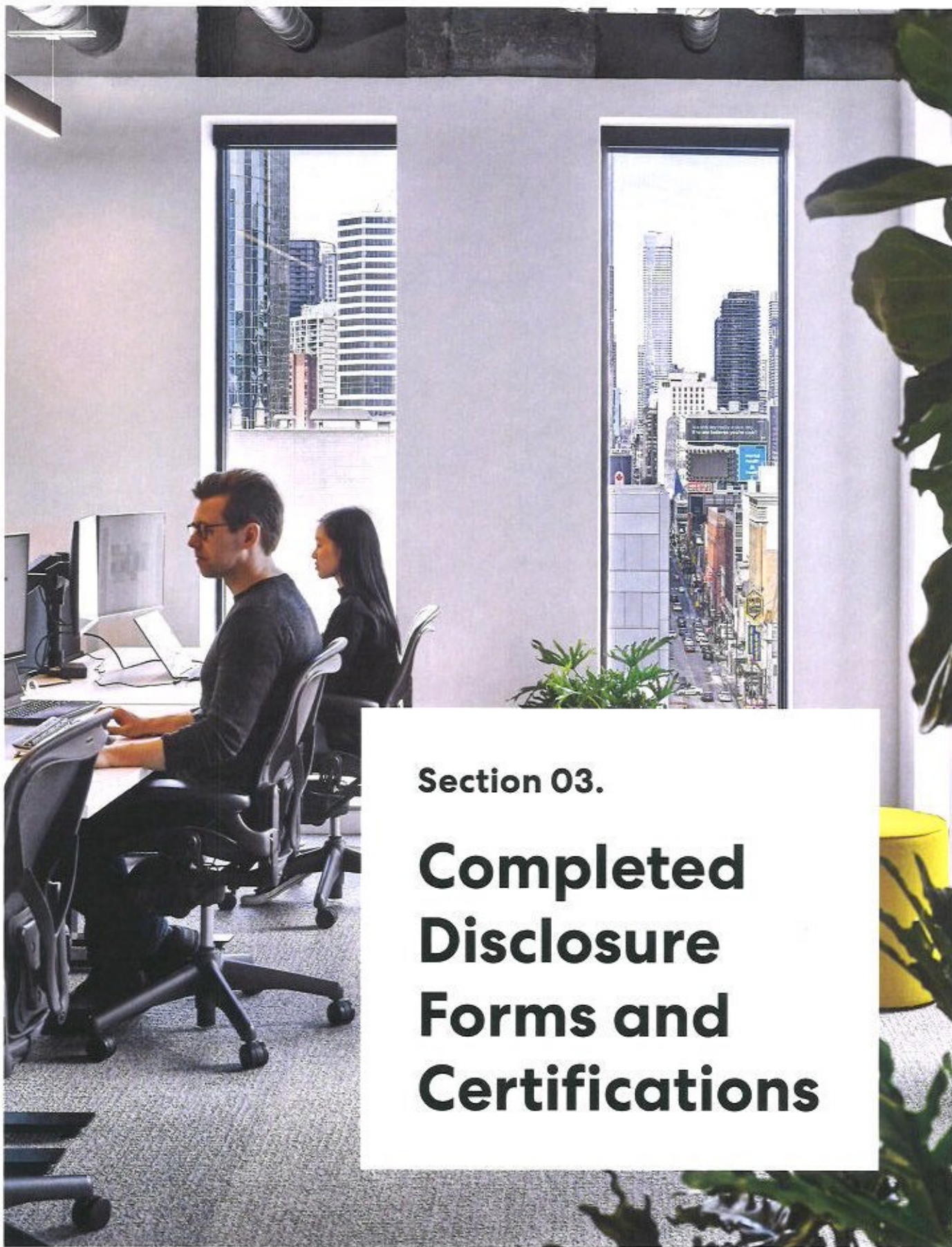
c. c) Type of organization:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> Sole proprietorship (individual) | <input type="checkbox"/> Partnership |
| <input checked="" type="checkbox"/> Professional corporation | <input type="checkbox"/> Corporation |
| <input type="checkbox"/> Joint venture | <input type="checkbox"/> other _____ |

Perkins&Will



Brierley+Partners, Frisco, Texas



Section 3

Section 03.

**Completed
Disclosure
Forms and
Certifications**

**Completed Disclosure
Forms and Certifications**

Felony Conviction Disclosure Statement

Texas Education Code Section 44.034, Notification of Criminal History, Subsection (a), states “[a] person or business entity that enters into a contract with a school district must give advance notice to Cumberland if the person or an owner or operator has been convicted of a felony. A notice must include a general description of the conduct resulting in the conviction of a felony.”

Subsection (b) states “[a] school district may terminate a contract with a person or business entity if the district determines that the person or business entity failed to give notice as required by Subsection (a) or misrepresented the conduct resulting in the conviction. The district must compensate the person or business entity for services performed before the termination of the contract.”

I, the undersigned agent for the firm named below, certify that the information concerning notification of felony conviction has been reviewed by me and the following information furnished is true to the best of my knowledge.

Perkins&Will

Vendor's Name

Courtney Johnston

Signature of Authorized Company Official

Courtney Johnston, Managing Principal

Authorized Company Official's Name (Please Print)

- My firm is a publicly held corporation; therefore, this reporting requirement is not applicable.
- My firm is not owned or operated by anyone who has been convicted of a felony.
- My firm is owned or operated by the following individual(s) who has/have been convicted of a felony:

Perkins&Will

CONFLICT OF INTEREST QUESTIONNAIRE		FORM CIQ
For vendor doing business with local governmental entity		
<p>This questionnaire reflects changes made to the law by H.B. 23, 84th Leg., Regular Session.</p> <p>This questionnaire is being filed in accordance with Chapter 176, Local Government Code, by a vendor who has a business relationship as defined by Section 176.001(1-a) with a local governmental entity and the vendor meets requirements under Section 176.006(a).</p> <p>By law this questionnaire must be filed with the records administrator of the local governmental entity not later than the 7th business day after the date the vendor becomes aware of facts that require the statement to be filed. See Section 176.006(a-1), Local Government Code.</p> <p>A vendor commits an offense if the vendor knowingly violates Section 176.006, Local Government Code. An offense under this section is a misdemeanor.</p>	OFFICE USE ONLY <hr/> Date Received 	
<p>1 Name of vendor who has a business relationship with local governmental entity.</p> <p style="text-align: center; font-size: 1.2em;">N/A</p>		
<p>2 <input type="checkbox"/> Check this box if you are filing an update to a previously filed questionnaire. (The law requires that you file an updated completed questionnaire with the appropriate filing authority not later than the 7th business day after the date on which you became aware that the originally filed questionnaire was incomplete or inaccurate.)</p>		
<p>3 Name of local government officer about whom the information is being disclosed.</p> <p style="text-align: center;">_____</p> <p style="text-align: center; font-size: 0.8em;">Name of Officer</p>		
<p>4 Describe each employment or other business relationship with the local government officer, or a family member of the officer, as described by Section 176.003(a)(2)(A). Also describe any family relationship with the local government officer. Complete subparts A and B for each employment or business relationship described. Attach additional pages to this Form CIQ as necessary.</p> <p style="margin-top: 20px;">A. Is the local government officer or a family member of the officer receiving or likely to receive taxable income, other than investment income, from the vendor?</p> <p style="text-align: center; margin-left: 100px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p style="margin-top: 10px;">B. Is the vendor receiving or likely to receive taxable income, other than investment income, from or at the direction of the local government officer or a family member of the officer AND the taxable income is not received from the local governmental entity?</p> <p style="text-align: center; margin-left: 100px;"> <input type="checkbox"/> Yes <input type="checkbox"/> No </p>		
<p>5 Describe each employment or business relationship that the vendor named in Section 1 maintains with a corporation or other business entity with respect to which the local government officer serves as an officer or director, or holds an ownership interest of one percent or more.</p>		
<p>6 <input type="checkbox"/> Check this box if the vendor has given the local government officer or a family member of the officer one or more gifts as described in Section 176.003(a)(2)(B), excluding gifts described in Section 176.003(a-1).</p>		
<p>7</p> <p style="text-align: center; font-size: 1.2em; margin-left: 50px;"><i>Carthage M. [Signature]</i></p> <p style="text-align: center; font-size: 0.8em; margin-left: 50px;">Signature of vendor doing business with the governmental entity</p>		<p style="font-size: 1.2em; margin: 0;">January 15, 2021</p> <p style="font-size: 0.8em; margin: 0;">Date</p>

CONFLICT OF INTEREST QUESTIONNAIRE
For vendor doing business with local governmental entity

A complete copy of Chapter 176 of the Local Government Code may be found at <http://www.statutes.legis.state.tx.us/Docs/LG/htm/LG.176.htm>. For easy reference, below are some of the sections cited on this form.

Local Government Code § 176.001(1-a): "Business relationship" means a connection between two or more parties based on commercial activity of one of the parties. The term does not include a connection based on:

- (A) a transaction that is subject to rate or fee regulation by a federal, state, or local governmental entity or an agency of a federal, state, or local governmental entity;
- (B) a transaction conducted at a price and subject to terms available to the public; or
- (C) a purchase or lease of goods or services from a person that is chartered by a state or federal agency and that is subject to regular examination by, and reporting to, that agency.

Local Government Code § 176.003(a)(2)(A) and (B):

(a) A local government officer shall file a conflicts disclosure statement with respect to a vendor if:

 (2) the vendor:

(A) has an employment or other business relationship with the local government officer or a family member of the officer that results in the officer or family member receiving taxable income, other than investment income, that exceeds \$2,500 during the 12-month period preceding the date that the officer becomes aware that

- (i) a contract between the local governmental entity and vendor has been executed; or
- (ii) the local governmental entity is considering entering into a contract with the vendor;

(B) has given to the local government officer or a family member of the officer one or more gifts that have an aggregate value of more than \$100 in the 12-month period preceding the date the officer becomes aware that:

- (i) a contract between the local governmental entity and vendor has been executed; or
- (ii) the local governmental entity is considering entering into a contract with the vendor.

Local Government Code § 176.006(a) and (a-1)

(a) A vendor shall file a completed conflict of interest questionnaire if the vendor has a business relationship with a local governmental entity and:

- (1) has an employment or other business relationship with a local government officer of that local governmental entity, or a family member of the officer, described by Section 176.003(a)(2)(A);
- (2) has given a local government officer of that local governmental entity, or a family member of the officer, one or more gifts with the aggregate value specified by Section 176.003(a)(2)(B), excluding any gift described by Section 176.003(a-1); or
- (3) has a family relationship with a local government officer of that local governmental entity.

(a-1) The completed conflict of interest questionnaire must be filed with the appropriate records administrator not later than the seventh business day after the later of:

(1) the date that the vendor:

- (A) begins discussions or negotiations to enter into a contract with the local governmental entity; or
- (B) submits to the local governmental entity an application, response to a request for proposals or bids, correspondence, or another writing related to a potential contract with the local governmental entity; or

(2) the date the vendor becomes aware:

- (A) of an employment or other business relationship with a local government officer, or a family member of the officer, described by Subsection (a);
- (B) that the vendor has given one or more gifts described by Subsection (a); or
- (C) of a family relationship with a local government officer.

Out of State Certification

As defined by Section 2252.001 of the Texas Government Code, a "nonresident proposer" means a proposer whose principal place of business is not in Texas, but excludes a contractor whose ultimate parent company or majority owner has its principal place of business in Texas.

I certify that my company is a "Resident Proposer":

Company Name (Please Print)

I certify that my company qualifies as a "Nonresident Proposer"
(NOTE: You must furnish the following information :)

Indicate the following information for your "Resident State". (The state your principal place of business is located in)

Company Name

Address

City

State

Zip Code

A. Does your "resident state" require Proposers whose principal place of business is in Texas to give preference to Proposers whose resident state is the same as yours by a prescribed amount or percentage to receive a comparable contract? ("Resident State" means the state in which the principal place of business is located.)

Yes

No

B. What is the prescribed amount or percentage? \$ _____ or _____ %

Certification: I certify that the information provided above is correct.




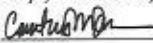
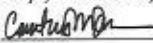
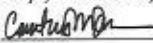
Signature of Authorized Representative

Courtney Johnston, Managing Principal

January 15, 2021

Name (Please Print)

Title

	<p>State of Texas Health & Human Services Commission Child Support Certification</p>				
I.					
<p>Section 231.006, Texas Family Code, as amended by Section 82 of House Bill No. 433, 74th Regular Legislative Session (Acts 1995, 74th Leg., R.S., ch. 751), prohibits the payment of state funds under a grant, contract, or loan to</p> <p><input type="checkbox"/> a person who is more than 30 days delinquent in the payment of child support, and</p> <p><input type="checkbox"/> a business entity in which such a person is the sole proprietor, partner, shareholder or owner with an ownership interest of at least 25%</p> <p>Section 231.006 further provides that a person or business entity that is ineligible to receive payments for the reasons stated above shall continue to be ineligible to receive payments from the state under a contract, grant, or loan until</p> <p><input type="checkbox"/> all arrearages have been paid, or</p> <p><input type="checkbox"/> the person is in compliance with a written repayment agreement or court order as to any existing delinquency.</p> <p>Section 231.006 further requires each bid, or application for a contract, grant, or loan to include</p> <p><input type="checkbox"/> the name and social security number of the individual or sole proprietor and each partner, shareholder, or owner with an ownership interest of at least 25% of the business entity submitting the bid or application, and</p> <p><input type="checkbox"/> the statement in Part III below.</p> <p>Section 231.006 authorizes a state agency to terminate a contract if it determines that statement required below is inaccurate or false. In the event the statement is determined to be false, the Vendor is liable to the state for attorney's fees, costs necessary to complete the contract [including the cost of advertising and awarding a second contract], and any other damages provided by law or contract.</p>					
II.					
<p>In accordance with Section 231.006, the names and social security numbers of the individual identified in the contract, bid, or application, or of each person with a minimum 25% ownership interest in the business entity identified therein are provided below.</p> <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left; width: 50%;">Name</th> <th style="text-align: left; width: 50%;">Social Security #</th> </tr> </thead> <tbody> <tr> <td style="text-align: center; vertical-align: top;">N/A</td> <td style="text-align: center; vertical-align: top;">N/A</td> </tr> </tbody> </table>		Name	Social Security #	N/A	N/A
Name	Social Security #				
N/A	N/A				
III.					
<p>As required by Section 231.006, the undersigned certifies the following:</p> <p><i>"Under Section 231.006, Family Code, the Vendor or applicant certifies that the individual or business entity named in this contract, bid, or application is not ineligible to receive the specified grant, loan, or payment, and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate."</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: bottom;"> <p> _____ Signature Courtney Johnston _____ Printed Name</p> </td> <td style="width: 50%; vertical-align: bottom;"> <p style="text-align: center;">Managing Principal _____ Title January 15, 2021 _____ Date</p> </td> </tr> </table>		<p> _____ Signature Courtney Johnston _____ Printed Name</p>	<p style="text-align: center;">Managing Principal _____ Title January 15, 2021 _____ Date</p>		
<p> _____ Signature Courtney Johnston _____ Printed Name</p>	<p style="text-align: center;">Managing Principal _____ Title January 15, 2021 _____ Date</p>				

Perkins&Will

<p>Form W-9 (Rev. October 2018) Department of the Treasury Internal Revenue Service</p>	<p>Request for Taxpayer Identification Number and Certification</p> <p>▶ Go to www.irs.gov/FormW9 for instructions and the latest information.</p>	<p>Give Form to the requester. Do not send to the IRS.</p>																																																															
<p>1 Name (as shown on your income tax return). Name as required on this line; do not leave this line blank. Perkins and Will, Inc.</p>																																																																	
<p>2 Business name/disregarded entity name, if different from above</p>																																																																	
<p>Print or type. See Specific Instructions on page 3.</p>	<p>3 Check appropriate box for federal tax classification of the person whose name is entered on line 1. Check only one of the following seven boxes:</p> <p><input type="checkbox"/> Individual/sole proprietor or single-member LLC</p> <p><input checked="" type="checkbox"/> C Corporation</p> <p><input type="checkbox"/> S Corporation</p> <p><input type="checkbox"/> Partnership</p> <p><input type="checkbox"/> Trust/estate</p> <p><input type="checkbox"/> Limited liability company. Enter the tax classification (Co-C corporation, Ss-S corporation, Pa-Partnership) ▶ _____</p> <p>Note: Check the appropriate box in the line above for the tax classification of the single-member owner. Do not check LLC if the LLC is classified as a single-member LLC that is disregarded from the owner unless the owner of the LLC is another LLC that is not disregarded from the owner for U.S. federal tax purposes. Otherwise, a single-member LLC that is disregarded from the owner should check the appropriate box for the tax classification of its owner.</p> <p><input type="checkbox"/> Other (see instructions) ▶ _____</p>																																																																
<p>4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3):</p> <p>Exempt payee code (if any): _____</p> <p>Exemption from FATCA reporting code (if any): _____</p> <p><small>(Apply to accounts maintained by the U.S.)</small></p>																																																																	
<p>5 Address (number, street, and apt. or suite no.) See instructions. 410 North Michigan Avenue, Suite 1600</p>		<p>Requester's name and address (optional)</p>																																																															
<p>6 City, state, and ZIP code Chicago, IL 60611</p>																																																																	
<p>7 Last account number(s) here (optional)</p>																																																																	
<p>Part I Taxpayer Identification Number (TIN)</p> <p>Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the instructions for Part I, later. For other entities, it is your employer identification number (EIN). If you do not have a number, see <i>How to get a TIN</i>, later.</p> <p>Note: If the account is in more than one name, see the instructions for line 1. Also see <i>What Name and Number To Give the Requester</i> for guidelines on whose number to enter.</p>																																																																	
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td colspan="9" style="text-align: center;">Social security number</td> </tr> <tr> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> </tr> <tr> <td colspan="9" style="text-align: center;">OR</td> </tr> <tr> <td colspan="9" style="text-align: center;">Employer identification number</td> </tr> <tr> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> <td style="width:20px; height: 20px;"></td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">6</td> <td style="text-align: center;">-</td> <td style="text-align: center;">2</td> <td style="text-align: center;">6</td> <td style="text-align: center;">9</td> <td style="text-align: center;">0</td> <td style="text-align: center;">3</td> <td style="text-align: center;">8</td> </tr> <tr> <td style="text-align: center;">4</td> <td colspan="7"></td> <td style="text-align: center;">4</td> </tr> </table>			Social security number																		OR									Employer identification number																		3	6	-	2	6	9	0	3	8	4								4
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<p>Part II Certification</p> <p>Under penalties of perjury, I certify that:</p> <ol style="list-style-type: none"> The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and I am a U.S. citizen or other U.S. person (defined below); and The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct <p>Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions for Part II, later.</p>																																																																	
<table border="1" style="width:100%; border-collapse: collapse;"> <tr> <td style="width:15%;">Sign Here</td> <td style="width:55%;">Signature of U.S. person ▶ <i>Anthony Vinciguerra</i></td> <td style="width:30%;">Date ▶ 10/1/2020</td> </tr> </table>			Sign Here	Signature of U.S. person ▶ <i>Anthony Vinciguerra</i>	Date ▶ 10/1/2020																																																												
Sign Here	Signature of U.S. person ▶ <i>Anthony Vinciguerra</i>	Date ▶ 10/1/2020																																																															
<p>General Instructions</p> <p>Section references are to the Internal Revenue Code unless otherwise noted.</p> <p>Future developments. For the latest information about developments related to Form W-9 and its instructions, such as legislation enacted after they were published, go to www.irs.gov/FormW9.</p> <p>Purpose of Form</p> <p>An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Form 1099-DIV (dividends, including those from stocks or mutual funds) Form 1099-MISC (various types of income, prizes, awards, or gross proceeds) Form 1099-B (stock or mutual fund sales and certain other transactions by brokers) Form 1099-S (proceeds from real estate transactions) Form 1099-K (merchant card and third party network transactions) Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition) Form 1099-C (canceled debt) Form 1099-A (acquisition or abandonment of secured property) <p>Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.</p> <p><i>If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See What is backup withholding, later.</i></p>																																																																	
<p>Cat. No. 10231X Form W-9 (Rev. 10-2018)</p>																																																																	

	<p>NON COLLUSIVE PROPOSAL CERTIFICATE & ACKNOWLEDGMENT</p> <p>By submission of this proposal, the Vendor certifies that: (a) the proposal has been independently arrived at without collusion with any other vendor or with any competitor. (b) The proposal has not been knowingly disclosed and shall not be knowingly disclosed, prior to the opening of proposals for this project, to any other vendor, competitor or potential competitor. (c) No attempt has been or will be made to induce any other person, partnership or corporation to submit or not to submit a proposal. (d) The person signing this proposal certifies that he has fully informed himself regarding the accuracy of the statements contained in this certification and under the penalties being applicable to the Vendor as well as to the person signing in its behalf.</p> <ul style="list-style-type: none"> I certify that the above information is true and correct. <input checked="" type="checkbox"/> YES
--	--

	<p>CERTIFICATION REGARDING DEBARMENT SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION - LOWER TIER COVERED TRANSACTIONS</p>
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This certificate is required by the regulations implementing Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017, Section 3017.510, Participants' responsibilities. The regulations were published as Part IV of the January 30, 1989, *Federal Register* (pages 4722-4733). Copies of the regulations may be obtained by contacting the Department of Agriculture agency with which this transaction originated.

1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals is presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by a Federal department or agency.

2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

PR/Award # or Project Name:	International Leadership of Texas	
	Check applicable box	<input checked="" type="checkbox"/>
• I (We) certify that our company has not been debarred and is not participating in lobbying activities.		<input checked="" type="checkbox"/>
• See attached explanation and complete disclosure forms.		

	<p>CLEAN AIR & WATER ACT CERTIFICATION (This is a Federal requirement)</p> <p>I certify that my company is in compliance with all applicable standards, orders or regulations issued pursuant to the Clean Air Act of 1970, as amended (42 U.S.C. 1857(h), Section 508 of the Clean Water Act, as amended (33 U.S.C. 1368), Executive Order 117389 and Environmental Protection Agency Regulation, 40 CFR Part 15 as required under OMB Circular A-102, Attachment O, Paragraph 14 (1) regarding reporting violations to the grantor agency and to the United States Environmental Protection Agency Assistant Administrator for the Enforcement.</p>
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Perkins&Will

**CERTIFICATION REGARDING LOBBYING for FEDERAL FUNDS -
Applicable to grants, Subgrants, Cooperative Agreements, and Contracts
Exceeding \$100,000 in Federal Funds.**

Submission of this certifications a prerequisite for making or entering into this transaction and is imposed by section 1352, Title 31, U.S. Code. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with the awarding of a Federal contract, the making of a Federal grant, the making of a Federal loan, the entering into a cooperative agreement, and the extension, continuation, renewal, amendment, or modification of a Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement the undersigned shall complete and submit StandardForm-LLL, "Disclosure of Lobbying Activities" Form in accordance with its instructions.

(3) The undersigned shall required that the language of this certification be included in the award documents for all covered subawards exceeding \$100,000 in Federal funds at all appropriate tiers and that all subrecipients shall certify and disclose accordingly.

Check applicable box	<input checked="" type="checkbox"/>
• I (We) certify that our company has not been debarred and is not participating in lobbying activities.	<input checked="" type="checkbox"/>
• See attached explanation and complete disclosure forms.	<input type="checkbox"/>

I (We) the undersigned, agent for the firm, named below certify that all information in the above certifications is true and correct to the best of my knowledge.

Name/Title: Courtney Johnston, Managing Principal Company Name: Perkins&Will

Original Signature:  Date January 15, 2021

DRAFT AIA® Document B101™ - 2017

Standard Form of Agreement Between Owner and Architect

AGREEMENT made as of the « » day of « » in the year « »
(In words, indicate day, month and year.)

BETWEEN the Architect's client identified as the Owner:
(Name, legal status, address and other information)

International Leadership of Texas
1820 N. Glenville Dr., #100
Richardson, Texas 75081

and the Architect:
(Name, legal status, address and other information)

« »
« »
« »
« »

for the following Project:
(Name, location and detailed description)

Design and construction of modern office spaces for charter school administration.
2021 Lakeside Blvd.; Richardson, TX 75082.

The Owner and Architect agree as follows.

ADDITIONS AND DELETIONS:
The author of this document has added information needed for its completion. The author may also have revised the text of the original AIA Standard form. An Additions and Deletions Report that notes added information as well as revisions to the standard form text is available from the author and should be reviewed.

This document has important legal consequences. Consultation with an attorney is encouraged with respect to its completion or modification.

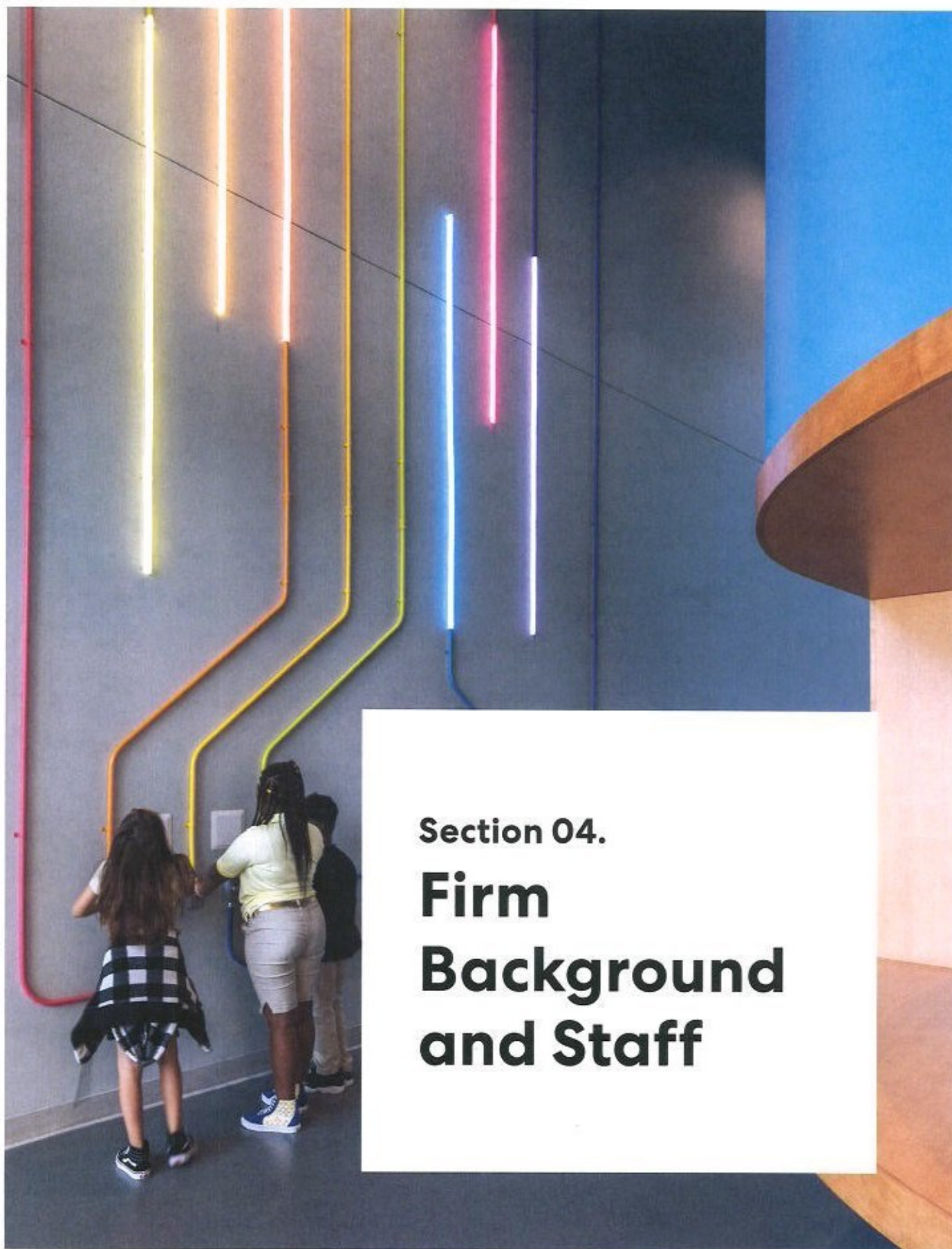
ELECTRONIC COPYING of any portion of this AIA® Document to another electronic file is prohibited and constitutes a violation of copyright laws as set forth in the footer of this document.

We have reviewed the AIA Document B101 - 2017, and find it to be a well-drafted and comprehensive services agreement that will be an excellent basis for final negotiation and engagement upon our selection.

Perkins&Will



Toyota Connected, Dallas, Texas



Section 04.
Firm
Background
and Staff

Firm Background and Staff

International Leadership of Texas

Year present firm established: 1935

Name of parent company, if any: Dar Group

Address: 2218 Bryan Street, Suite 200 Dallas, TX 75201

List principals of firm:

Ownership:

Perkins&Will is a global, U.S.-based firm with offices in Atlanta, Austin, Boston, Charlotte, Chicago, Copenhagen, Dallas, Durham, Houston, London, Los Angeles, Miami, Minneapolis, New York, Ottawa, San Francisco, São Paulo, Seattle, Shanghai, Toronto, Vancouver, and Washington, DC. Perkins&Will is a full-service design firm with a reputation for working with clients to transform program goals into unique and meaningful design solutions. Perkins & Will Group, Ltd. owns 60% of Perkins&Will stock, and Perkins&Will Principals own the remainder.

Directors:

Philip Harrison, Chairman
 Talal Shair, Director
 Gina Berndt, Principal
 Robert Brown, Principal
 Peter Busby, Principal
 Manuel Cadrecha, Principal
 Paul Eagle, Principal
 Andrew Frontini, Principal
 Ralph Johnson, Principal
 Kay Kornovich, Principal
 Jean Mah, Principal
 Richard Marshall, Principal
 Thomas Reisenbichler, Principal

Officers:

All Principals
 Philip Harrison, CEO
 Brodie Stephens, Secretary and
 General Counsel
 Dana Waymire, CFO
 Allison Held, CMO
 Tyson Curcio, COO

Former company name(s), if any, and year(s) established:

Name: <u>Perkins+Will, Inc.</u>	Year: <u>3/20/2006</u>	To: <u>6/15/2019</u>
Name: <u>Perkins & Will, Inc.</u>	Year: <u>11/29/1995</u>	To: <u>3/20/2006</u>
Name: <u>The Perkins & Will Group, Inc.</u>	Year: <u>8/13/1974</u>	To: <u>11/29/1995</u>
Name: <u>Perkins & Will Service Co., Inc.</u>	Year: <u>3/26/1970</u>	To: <u>8/13/1974</u>

Number of employees in firm locally: 215

Total of employees in firm (all office locations): 2200

Who will be your designated representative assigned to the School?

Koko Nomura, Sr. Project Manager

Who is the senior member of the firm assigned to the School?

Courtney Johnston, Managing Principal

Number of persons with firm: 2200

Perkins&Will

ABOUT US

We believe that design has the power to make the world a better, more beautiful place.

That's why clients and communities on nearly every continent partner with us to design healthy, happy places in which to live, learn, work, play, and heal. We're passionate about human-centered design, and committed to creating a positive impact in people's lives through sustainability, resilience, well-being, diversity, inclusion, and research. In fact, Fast Company named us one of the World's Most Innovative Companies in Architecture. Our global team of creatives and critical thinkers provides integrated services in architecture, interior design, landscape architecture, and more.



Areas of Practice



- Branded Environments
- Civic and Cultural
- Corporate and Commercial
- Corporate Interiors
- Health
- Higher Education
- Hospitality
- K-12 Education
- Planning and Strategies
- Science and Technology
- Sports, Recreation, and Entertainment
- Transportation
- Urban Design

Most Innovative Companies in Architecture
Fast Company, 2018

#2 Architecture Firm
Architectural Record and Interior Design Magazine, 2019

Founded in
1935

Studios
26

Total Staff
2200+



215 staff in Dallas Studio



Section 05.

**Insurance
Requirements**

Section 5

Insurance Requirements

Perkins&Will holds the following insurance policies.

General Liability

General liability coverage is provided by Zurich American Insurance Company under policy number GLO9670765. This is an occurrence policy, under which the insurer will pay those sums that we become legally obligated to pay as damages because of bodily injury or property damage to which this insurance applies. Coverage limits are \$1 million per occurrence and \$2 million general aggregate. Additional limits are as follows:

Personal & Advertising Injury Limit \$1,000,000
Medical Expense Limit – Any One Person \$5,000
Damage to Premises Rented to Us Limit \$1,000,000
Products/Completed Operations Aggregate \$2,000,000

Automobile Liability

Automobile liability coverage for hired and non-owned autos is provided by American Guarantee and Liability Insurance Company under policy number BAP9670773. Under this policy, the insurer will pay all sums we legally must pay as damages because of bodily injury or property damage to which this insurance applies, caused by an accident and resulting from the use of a hired or non-owned auto. The coverage limit is \$1 million per accident.

Excess/Umbrella Liability

Excess liability coverage is provided by St. Paul Fire and Marine Insurance Company under policy number QK08001265. This is an occurrence policy, under which the insurer will pay on our behalf those sums in excess of scheduled underlying insurance that we become legally obligated to pay because of: (1) bodily injury or property damage which occurs during the policy period and is caused by an incident; or (2) personal injury or advertising injury caused by an incident committed during the policy period. Generally, our excess liability policy is in place to add an additional layer of coverage on top of our general liability and auto liability policies. Our excess liability coverage limit is \$5 million per occurrence and \$5 million aggregate.

Workers Compensation and Employers' Liability

Workers compensation and employers' liability coverage is provided by Zurich American Insurance Company under policy number WC9670774. The workers compensation insurance applies to bodily injury or death by accident or disease which occurs during the policy period and which is caused or aggravated by the conditions of employment. The coverage amount is the benefits required by the workers compensation law. Employers' liability insurance applies to bodily injury or death by accident or disease which arises out of and in the course of employment during the policy period. The insurer will pay all sums we legally must pay as damages because of bodily injury to our employees, including damages: (1) for which we are liable to a third party by reason of a claim or suit against us by that third party to recover the damages claimed against such third party as a result of injury to our employee; (2) for care and loss of services; and (3) for consequential bodily injury to a spouse, child, parent, brother or sister of the injured employee. Employers' liability coverage limits are \$1,000,000 per accident, and with respect to disease, \$1,000,000 per employee with a \$1,000,000 policy limit.

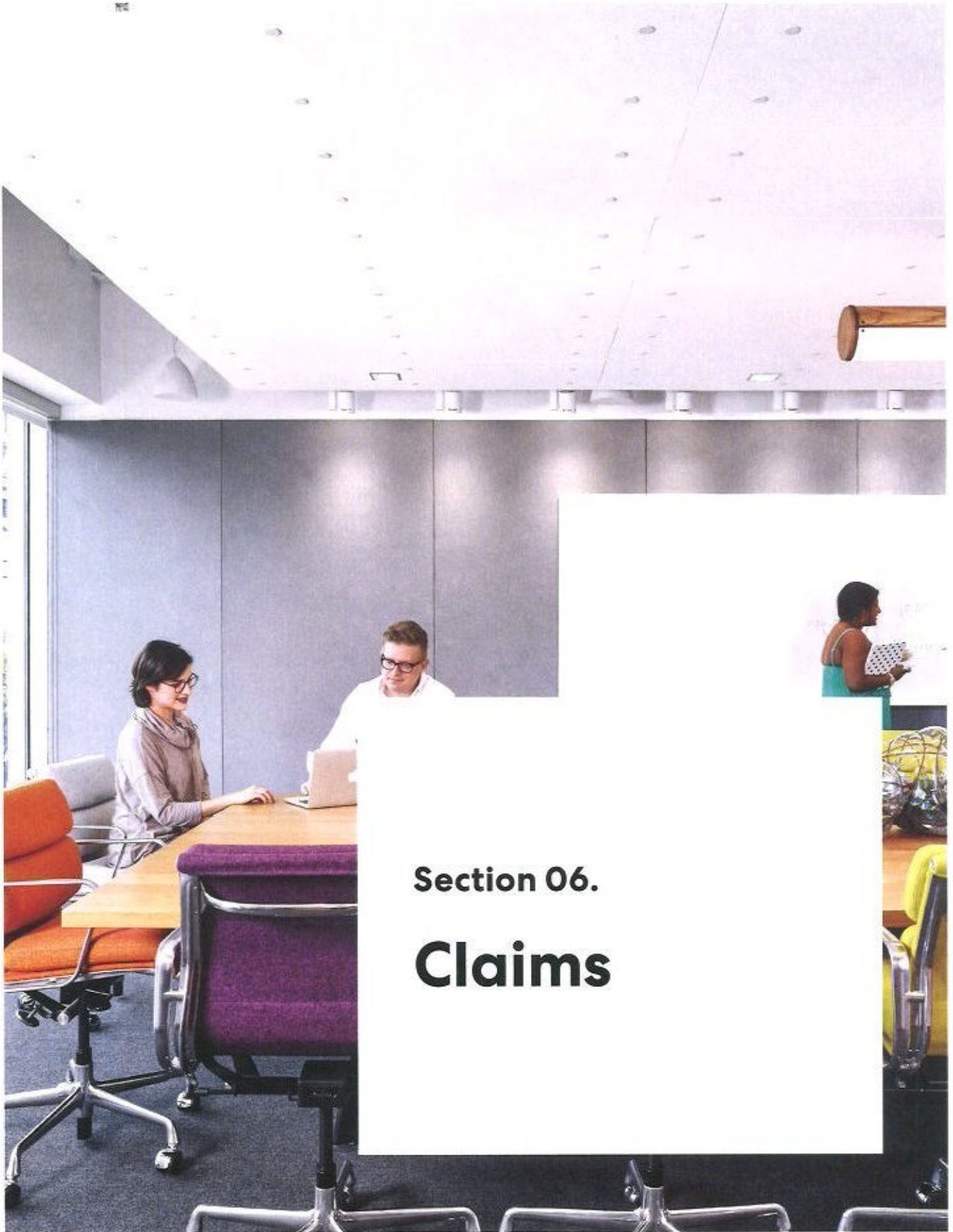
Architects and Engineers Professional Liability and Errors and Omissions

Architects and engineers professional liability coverage is provided by Lexington Insurance Company under policy number 3213569 and Lloyds & London policy number LDUSA1101441. This is a "claims made" policy, meaning coverage under the policy applies only to claims made during the policy period. Under this policy, the insurer will pay all amounts in excess of the deductible up to the limit of liability that we become legally obligated to pay as a result of an act, error or omission in the rendering

Perkins&Will

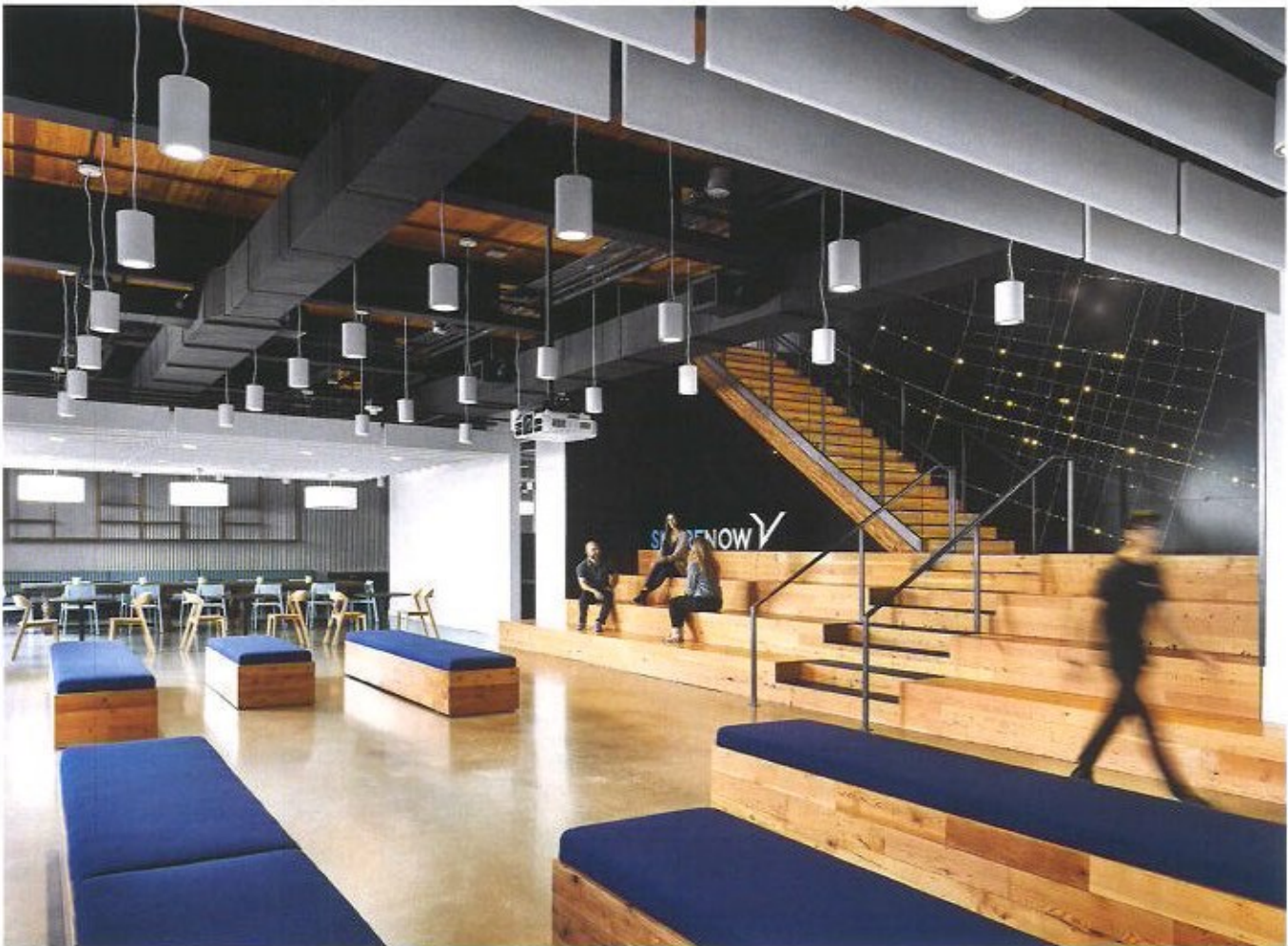
Sample

		CERTIFICATE OF LIABILITY INSURANCE		7/1/2020	DATE (MM/DD/YYYY) 6/28/2019		
THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.							
IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. IF SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).							
PRODUCER: LOCKTON COMPANIES 444 W. 47TH STREET, SUITE 900 KANSAS CITY MO 64112-1906 (816) 960-9000				CONTACT NAME: _____ PHONE (AP. No. Ext): _____ FAX (AP. No.): _____ E-MAIL ADDRESS: _____			
INSURED: PERKINS-WILL, INC 1078545 ATTN: RICHARD NEMETH 2 BRYANT STREET SAN FRANCISCO CA 94105				INSURER(S) AFFORDING COVERAGE: _____ NAIC # _____ INSURER A: American Zurich Insurance Company 40142 INSURER B: Endurance Risk Solutions Assurance Co 43630 INSURER C: Lloyds & London Co _____ INSURER D: Zurich American Insurance Company 16535 INSURER E: American Guarantee and Liab. Ins. Co. 26247 INSURER F: _____			
COVERAGES ***		CERTIFICATE NUMBER: 11480890		REVISION NUMBER: XXXXXXXX			
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.							
FORM ITR	TYPE OF INSURANCE	ADDITIONAL INSURED	SUBROGATION	POLICY NUMBER	POLICY EFF. (MM/DD/YYYY)	POLICY EXP. (MM/DD/YYYY)	LIMITS
D	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJ. <input type="checkbox"/> LOC <input type="checkbox"/> OTHER	N	N	GLO0926401	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Per occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 10,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
E	AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY	N	N	BAP0926404	7/1/2019	7/1/2020	COMBINED SINGLE LIMIT (Per accident) \$ 1,000,000 BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX
B	UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED. RETENTION \$	N	N	EXC10007382704	7/1/2019	7/1/2020	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$ XXXXXXXX
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N	N/A	WC0926402	7/1/2019	7/1/2020	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
C	PROFESSIONAL LIABILITY	N	N	LDUSA1901441	7/1/2019	7/1/2020	\$2,000,000 PER CLAIM/\$2,000,000 AGGREGATE
DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required) FOR INFORMATIONAL PURPOSES ONLY.							
CERTIFICATE HOLDER 11480890 SAMPLE				CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE: 			
© 1988-2015 ACORD CORPORATION. All rights reserved. ACORD 25 (2016/03) The ACORD name and logo are registered marks of ACORD							



Section 06.
Claims

Claims



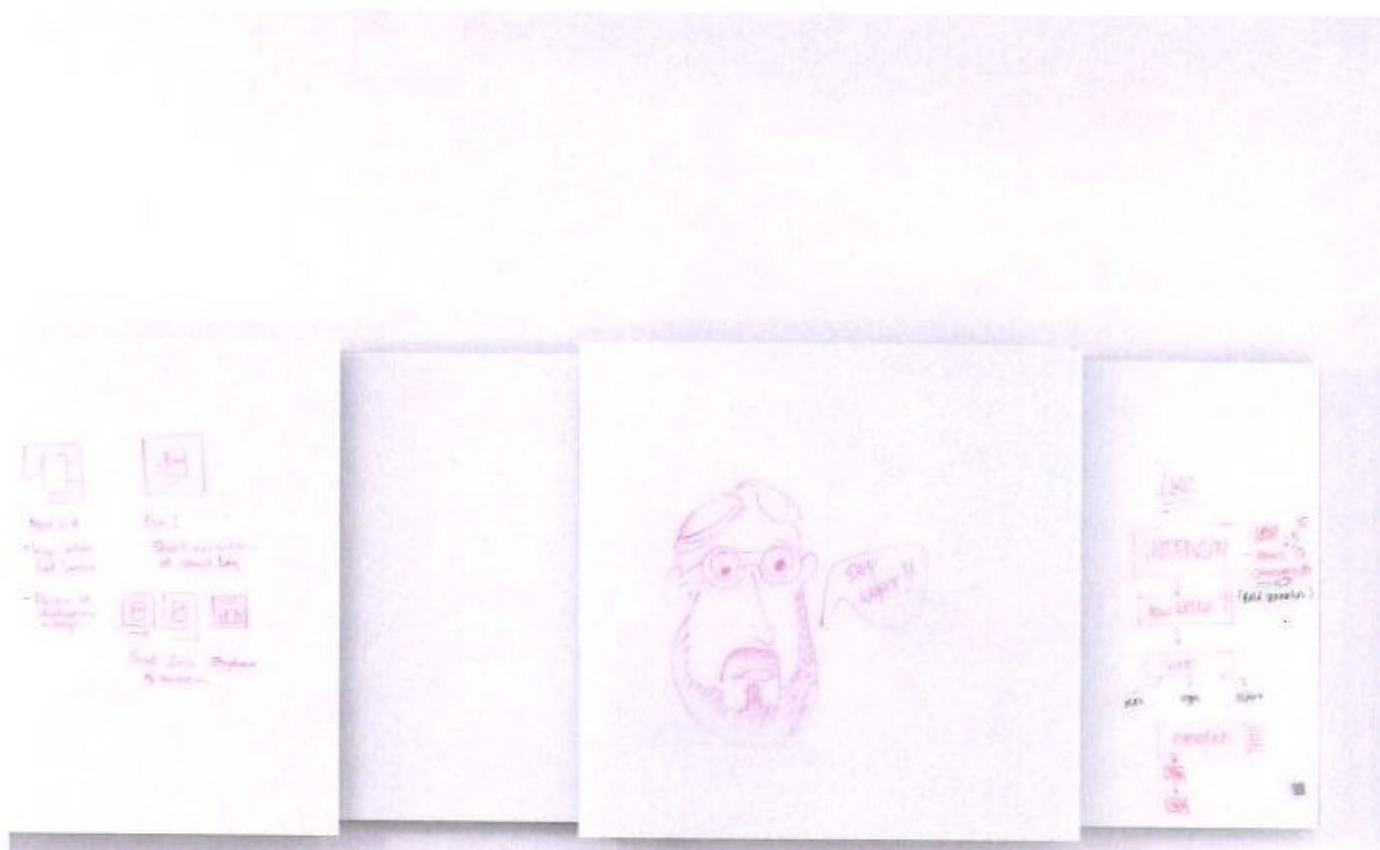
ShareNow, Austin, Texas

Perkins&Will we have always made a concerted effort to build positive client relationships and to prevent disputes with our clients that might require resolution by outside entities. Nevertheless, today's business climate and the complexity of the projects we work on are such that it is virtually impossible to completely avoid all disputes. Over the past five years, we have been party to a total of eleven (11) filed claims based on its professional services, seven (7) of which have been settled, and four (4) of which are pending. All settled claims have been resolved to the satisfaction of both parties through mediation or arbitration. Perkins&Will has no judgments against it. None of our past claim settlements are considered financially significant for a firm of our size. We anticipate that all pending claims will be resolved in due course. According to standard business practices, we are unable to comment on the specifics of pending issues. The terms of issues settled in mediation are confidential as a condition of the settlement.

Perkins&Will



Trend Micro, Austin, Texas



Section 07.

Personnel

Qualifications



Personnel Qualifications

International Leadership of Texas

Justin Parscale, AIA, LEED AP®

Principal, Client Engagement Leader

Raised with humble beginnings in a small Oklahoma town, Justin is a determined character who enthusiastically pursues his goals until they're achieved. This mindset sets him apart as both an individual and a professional, as he strives to serve as an advocate for his clients and for Perkins+Will. Justin feels most successful when his clients begin to see their vision come to life. His greatest advice to aspiring young professionals is to "take risks, explore what-ifs and deliver."

Extending his influence beyond the design industry, Justin serves on the board of the Barack Obama Male Leadership Academy, an institution that strives to improve student achievement through the core ideals of academic achievement, brotherhood, character, and perseverance. He is also a graduate of the Dallas Regional Chamber's Leadership Dallas class of 2019, an initiative that gives a select group of civic leaders a comprehensive, inside look into every facet of the community.

A father of two, Justin is rediscovering his spare time as a recent empty nester. In the evening, he cooks alongside his wife and three dogs, and has grown particularly proud of his steaks and burgers.



Education

Bachelor of Architecture, 1996
Oklahoma State University

Registrations

Architect
Texas
#19729

Accreditations

LEED AP®
U.S. Green Building Council®

Project Experience

CORPORATE

Matthews Southwest
The Galbraith
Dallas, Texas

Harwood International
Azure Residential Tower
Dallas, Texas

Southgate Plaza
Mixed-Use Development
Conceptual Design
DFW Airport, Irving, Texas

Aeroplac
Mixed-Use Development
Conceptual Design
Jackson, Mississippi

Stream Realty Partners
Tenant Fit Out at Trammel Crow
Center
Dallas, Texas

Digital Matrix Systems

Tenant Fit Out
Addison, Texas

Whiting-Turner

Offices at Granite Park
Plano, Texas

HIGHER EDUCATION

**University of Texas at
Arlington**
Chemistry & Physics Building
Arlington, Texas

Dulwich College

Shanghai International School
Shanghai, China

K-12

**Dallas Independent School
District**
Hector Garcia Middle School
Dallas, Texas

Professional Affiliations

**American Institute of
Architects (AIA)**

Texas Society of Architects

Texas Health Industry Council

**Leadership Dallas, Class of
2019**
Dallas Regional Chamber

Board Member
Barack Obama Male
Leadership Academy

Board Member
Downtown Dallas Inc. Board of
Governors

Awards and Honors

Perkins&Will Leadership
Institute, 2009

Perkins&Will

Courtney Johnston, RID, IIDA, LEED AP®

Principal, Managing Principal

Courtney grew up in a family with both a design and academic background: her recently retired, university professor parents are an architect and an interior designer. From a young age, this access to art and creativity allowed her to be curious and encouraged a passion for applied and visual arts.

Courtney holds the practice of interior design in high esteem, believing that it's the most humanistic of the design disciplines and a perfect complement to architecture. She truly believes in the strength of a diverse team that brings complementing viewpoints to a project to make the outcome better than expected. She is fueled by the desire to create memorable work and provide thoughtful solutions to complex challenges.

In her free time, Courtney extends her work experience into volunteer opportunities with the American Heart Association, the PTA organizations of her three daughters' schools, and her neighborhood association.



Education

Bachelor of Arts in Interior Design, 1999
Purdue University

Registrations

Interior Designer
Texas
#10971

NCIDQ
#018583

Accreditations

LEED AP®
U.S. Green Building Council®

Professional Affiliations

International Interior Design Association (IIDA)

CoreNet Global
CREW Dallas

Project Experience

CORPORATE

Finisar
31,500 SF
Sherman, Texas

Steward Health
319,291 SF
Richardson, Texas

Perkins&Will
Office Relocation
39,579 SF
Dallas, Texas

PepsiCo
Frito Lay Headquarters
470,000 SF
Plano, Texas

Fogo de Chao
Headquarters
11,552 SF
Plano, Texas

Fogo de Chao
Restaurant
13,639 SF
Plano, Texas

The Richards Group

Headquarters
550,000 SF
Dallas, Texas

Allegro
Headquarters
21,000 SF
Dallas, Texas

Neovia Logistics Services
Headquarters
45,000 SF
Irving, Texas

Quest Diagnostics
55,000 SF
Dallas, Texas

Commerce House
Headquarters
13,500 SF
Dallas, Texas

K12

Dallas Independent School District
Zan Wesley Holmes Jr. Middle School
198,000 SF New School
Dallas, Texas

Fort Worth Independent School District

Rosemont Elementary School
81,200 SF New School
Fort Worth, Texas

Plano Independent School District
Weatherford Elementary School
55,000 SF Renovation and Addition
Plano, Texas

HIGHER EDUCATION

Texas Woman's University
75,430 SF Science Building Expansion/Renovation
Denton, Texas

Baylor Research Innovation Collaborative
311,000 SF Adaptive Reuse
Waco, Texas

Koko Nomura, RA, AIA, LEED AP® BD+C

Senior Associate, Senior Project Manager

Growing up in Tokyo, Koko was inspired by the urban texture within the city - she recognized the transition between ultra modern to traditional architecture. A lens for design came naturally as both of Koko's parents are licensed architects. She quickly developed a keen awareness and appreciation for humanistic design. Through inclusive collaboration and listening to clients and team members, Koko has lead successful projects.

Koko frequently volunteers at her son's school, lending her design knowledge by helping to design the STEM classroom and to renovate the rest rooms. She continues to be involved in her children's lives by volunteering for the Cub Scouts and the Boy Scouts. Both of her sons aspire to follow in her husband's footsteps to become an Eagle Scout someday!



Education

Bachelor of Science, 1997
University of Texas at Arlington

Registrations

Registered Architect
Texas
#20750

Accreditations

LEED AP® BD+C
U.S. Green Building Council®

Professional Affiliations

American Institute of Architects (AIA)

AIA Emerging Leaders Program, 2017

Project Experience

PepsiCo
Frito Lay Headquarters
470,000 SF
Plano, Texas

Perkins&Will
Office Relocation
39,579 SF
Dallas, Texas

Westdale
41,880 SF
Dallas, Texas

Fogo de Chao
Headquarters
11,552 SF
Plano, Texas

Fogo de Chao
Restaurant
13,639 SF
Plano, Texas

Kimberly-Clark Corporation
Headquarters Renovation
96,000 SF
Dallas, Texas

Confidential Financial Company
Call Center
27,000 SF
Henderson, Nevada

Confidential Financial Company
Call Center Facility
74,745 SF
Tulsa, Oklahoma

Toyota Connected Inc.
16,778 SF
Plano, Texas

Quest Diagnostics
Lab Renovations
55,000 SF
Irving, Texas
Miramar, Florida
White Plains, New York

Allegro
Headquarters
21,000 SF
Dallas, Texas

Fossil Corporate Headquarters*
Renovation
Richardson, Texas

Bank of America*
Plaza Improvement
Dallas, Texas

CAE*
Simulator Training Center
DFW Airport, Texas

Social Security Administration*
Offices
Dallas, Texas

Federal Bureau of Investigation*
Offices
Sacramento, California

Blue Cross Blue Shield of Texas*
Offices
Richardson, Texas

Blue Cross Blue Shield of Texas*
Offices
Fort Worth, Texas

**While employed a designer at Corgan Associates, Inc.*

Perkins&Will

R. Gardner Vass, IIDA, LEED AP® BD+C

Associate Principal, Design Principal

Growing up in the urban fabric of Richmond, Virginia, Gardner noticed the impact of the built environment at a young age. He was fascinated by building blocks, making forts, and living and experiencing the city around him. Gardner has always had a special love for art and creative outlets that allow him to express himself. In fact, one of his hidden talents is what he classifies as “collage-based, mixed media art.”

Keenly perceptive of his surroundings, Gardner takes particular note of what he calls “visual clues” that might help with a project. Whether it’s his son drawing and playing, traveling with family, or visiting museums, Gardner pulls his life experiences into his work. His greatest advice to his colleagues is to check everything twice (if not three times) and be sure to balance confidence with humility.

Befitting his given name, Gardner Vass is a big fan of gardening and an early riser. He lives with his wife and son in North Dallas, where they volunteer for their local church and community.



Education

Bachelor of Architecture, 1995
University of North Carolina at Charlotte

Registrations

NCIDQ
#271700

Accreditations

LEED AP® BD+C
U.S. Green Building Council®

Professional Affiliations

International Interior Design Association (IIDA)

CoreNet Global

Project Experience

Westdale
41,880 SF
Dallas, Texas

Tenet Health
Headquarters
371,974 SF
Dallas, Texas

Allegro
Headquarters
21,000 SF
Dallas, Texas

PepsiCo
Frito Lay Headquarters
470,000 SF
Plano, Texas

Fogo de Chao
Headquarters
11,552 SF
Plano, Texas

Fogo de Chao
Restaurant
13,639 SF
Plano, Texas

American Cancer Society

Hope Lodge
62,000 SF
Dallas, Texas

Perkins&Will

Office Relocation
39,759 SF
Dallas, Texas

Kimberly-Clark Corporation

Headquarters Renovation
96,000 SF
Dallas, Texas

Confidential Financial Company

Technology Hub
40,000 SF
McKinney, Texas

Confidential Financial Company

Call Center
27,000 SF
Henderson, Nevada

The Richards Group

Headquarters
550,000 SF
Dallas, Texas

Confidential Financial Company

Call Center Facility
74,745 SF
Tulsa, Oklahoma

Toyota Connected Inc.

16,778 SF
Plano, Texas

Neovia Logistics Services

Dallas Corporate Offices
45,000 SF
Las Colinas, Texas

Crescent Court

Renovation and Signage
1,000,000 SF
Dallas, Texas

United Cooperative Services

Regional Headquarters
28,000 SF
Burleson, Texas

United Cooperative Services

Regional Headquarters
20,000 SF
Granbury, Texas

Tanya Cervo, LEED® Green Associate™

Furniture Designer

From a young age, Tanya was building paper models and doll houses; exploring the complexity of space and design. She obtained degrees in both Interior Design and Child Development and Management. Her pursuit of interior design really began as she started feeling like her impact on students could be bigger by becoming an interior designer, rather than continuing in her role as a director of a preschool. Her enthusiasm about creating holistic spaces where young people can flourish radiates through her work.

Now, Tanya is responsible for the specification of numerous furniture projects that have over million dollar budgets. She continues to give her all, anticipating the happiness that she can spread to clients through her design. She also carefully considers her impact on the environment, believing it's her responsibility to leave her spaces better than they were previously.

A Texan Native born in Pampa, Texas, she now lives in Carrollton with her husband and two children. They have a dog, cat, and four chickens.



Education

Bachelor of Fine Arts in Interior Design, 2010
University of North Texas

Accreditations

LEED® Green Associate™
U.S. Green Building Council®

Project Experience

Texas Tech University
Health Sciences Center
Lubbock, Texas

Richardson ISD
- Berkner STEM Center
- Berkner Library
Richardson, Texas

Tarleton State University
Southwest Metroplex Building
Fort Worth, Texas

City of Lubbock
Citizens Tower
Lubbock, Texas

City of Dallas
Singing Hills Senior Center
Dallas, Texas

Texas A&M University
Board of Regents Annex
Renovation
College Station, Texas

City of Princeton

Municipal Center
Princeton, Texas

HCA

Multiple Healthcare Projects
Various Locations

OU Medical Center

Oklahoma City, Oklahoma

Atrium Health

Charlotte, North Carolina

Texas Tech University Health Science

- West Expansion
- Academic Event Center
- University Center
Lubbock, Texas

Perkins&Will

Courtney Coker, LEED AP® ID+C

Interior Design Support/Furniture Designer

Courtney has always been intrigued by the arts. From a young age, she's been expressive through drawing, painting, fashion, and trends. When it came to choosing a career path, she saw Interior Design as an opportunity to combine all of the things she enjoys while still being able to maintain a steady income.

Courtney works diligently on every project and believes in opportunities for continual improvement. Even though a design or concept may be at an end, she always seeks areas of development. This philosophy empowers Courtney to exceed expectations on her designs. But when days get hard, Courtney remembers the passion she has for her profession. She believes "when you truly enjoy your career, you'll never work a day in your life."

Being a vegetarian her whole life, Courtney enjoys finding new recipes, cooking, and trying out new restaurants. She also has a very small, but very mighty miniature dachshund named Moose!



Education

Bachelor of Interior Design, 2019
Texas Tech University

Accreditations

LEED AP® ID+C
U.S. Green Building Council®

Project Experience

Digital Matrix Systems
22,500 SF
Plano, Texas

KBHCC Administrative Offices
6,000 SF
Dallas, Texas

Frito Lay Headquarters
470,000 SF
Plano, Texas

Sonora Quest
Laboratory
184,000 SF

Sonora Quest
Covid 19 Molecular Lab
700 SF

Quest Diagnostics
White Plains
25,000 SF

Tenet Health
Headquarters
371,974 square feet
Dallas, Texas

PepsiCo
16,500 SF
Arlington, Texas

Perkins&Will
1,500 SF
Monterrey, Mexico

Perkins&Will
Office Relocation
39,579 SF
Dallas, Texas

StackPath
23,372 SF
Dallas, Texas

Finisar
31,500 SF
Sherman, Texas

ForeFlight
26,674 SF
Austin, Texas

Stream Realty
14,000 SF
Dallas, Texas

Confidential Banking System
Food Service Renovation
30,000 SF
Dallas, Texas

AIB
5,286 SF
Hurst, Texas

IPA Development

350 West
32,000 SF
Indianapolis, Indiana

PepsiCo
Frito Lay World Headquarters
White Plains, New York

Tyler Technologies Lubbock ¹
Lubbock, Texas

Blue Sky Orthodontics ¹
Lubbock, Texas

Jackson Pediatric Dentistry ¹
Lubbock, Texas

1. Completed white at Studio West Design Group

Expert Resource

Kelly McEachern, RID, LEED AP® ID+C

Associate, Workplace Strategy Leader

Born in Beckley West Virginia, Kelly moved to Texas by the age of 2 and was raised in the Galveston area. Her accent indicates the mark of a true Texan.

As a young child Kelly was always "creating". Whether it was writing, drawing or the choreography of dance, Her joy and excitement was always to conceive of new ideas and seeing them come to life. Interior design was the ideal career path for such a creative mind. Her creativity serves well to challenge the predictable and to discover innovative design solutions.

Kelly is passionate about her involvement with Missionary work that serves the small African country of Rwanda. She visits Rwanda every few years to visit the villages, play with children and bring awareness to the ways individuals can contribute to the future of African children.



Education

Bachelor of Science Interior Design
University of Texas at San Antonio

Registrations

Interior Designer
Texas

Accreditations

LEED AP® ID+C
U.S. Green Building Council®

Project Experience

Confidential Banking Client
Charlotte, North Carolina

Spreetail
Austin, Texas

Allergan
Austin, Texas
Waco, Texas

Arrive Logistics
Austin, Texas

Walmart Tech Office
Austin, Texas

USAA
Westpoint⁴
Financial Retail Centers¹
San Antonio, Texas

TMF Health Quality Institute²
Austin, Texas

National Instrument Cafe¹
Austin, Texas

RetailMeNot¹
Austin, Texas

Mainstreet Hub¹
Austin, Texas

Collier's International¹
Austin, Texas

Businesssuites
Executive Offices⁵
Austin, Texas

Michael + Susan Dell Foundation
Corporate Office
Austin, Texas

Exxon Mobil
Corporate Office³
Austin, Texas
Mexico City, Mexico

La Cantera Resort²
San Antonio, Texas

Chevron
Corporate Office²
Houston, Texas

Statio³
Houston, Texas

Severn Trent¹
Houston, Texas

K-12 EDUCATION

Austin Independent School District
District Wide Educational Suitability Assessments 2020
Austin, Texas

¹ Previous completed prior to joining Perkins&Will

- 1. STG Design
- 2. Studio 8
- 3. PDR
- 4. Gensler
- 5. Studio Works

Perkins&Will

Expert Resource

Mary Dickinson, Associate AIA, RID, LEED AP® BD+C

Associate Principal, Regional Sustainability Design Leader

As Regional Sustainability Practice Leader, Mary has worked on over \$5M SF of sustainable design projects, many of which have been 2030 compliant. She managed the creation & launch of the new Transparency Site with updated Precautionary List and is a member of the Sustainable Design Council and Research Board. This role has allowed her the opportunity to quickly respond to the firm's big ideas, sharing and applying them in-house with local design teams. Her design philosophy is fueled by solutions that allow projects to weather the storm while reducing the impacts of the land they sit on and the people that occupy them. A lover of animals, plants, and all things nature, Mary is unsurprisingly drawn to sustainability. Even in her own home she is working on reducing her family's footprint by eliminating the use of plastics, nurturing a garden, participating in composting and recycling, and enjoys continually making home updates that reflect her sustainable priorities.



Education

Bachelor of Science in Interior Design, 2007
Auburn University

Registrations

Interior Designer
Texas
#11223

Accreditations

LEED AP® BD+C
U.S. Green Building Council®

Project Experience

American Cancer Society
Hope Lodge
Dallas, Texas
Tracking WELL Building

The Epic at Deep Ellum
Mixed Use Office Building
Dallas, Texas
Pursuing LEED NC Gold

City of Lubbock
City Hall, Citizens Tower
Lubbock, Texas
LEED Analysis

Global Finance Company
Call Center
Tulsa, Oklahoma
Pursuing LEED Platinum

University Hospital
University Health System
1,000,000 SF
San Antonio, Texas
Pursuing LEED NC Gold

University of North Texas
University Union Renovation/
Addition
313,000 SF
Denton, Texas
Pursuing LEED NC Platinum

University of Dallas
College of Business
Dallas, Texas
LEED NC Silver

University of Dallas
Administration Building
Dallas, Texas
Pursuing LEED NC Silver

University of Dallas
Auditorium
Dallas, Texas
Pursuing LEED NC v4 Silver

Texas Tech University Health & Science Center
Research & Technology
Lubbock, Texas
LEED NC Silver Equivalent

Texas Tech University - El Paso
High Performance Facade
Studies
El Paso, Texas

Midland Memorial Hospital
Master Plan and Expansion
425,000 SF
Midland, Texas
LEED NC Certified

Baylor University Medical Center
Charles A. Sammons Cancer Center
and Tenant Suites
500,000 SF
Dallas, Texas
LEED CS Gold

Perkins&Will Dallas Office
3rd and 4th Floor Finish-Outs
35,000 SF
Dallas, Texas
LEED CI Gold

Kimberly Clark
Headquarters Renovation
96,000 SF
Dallas, Texas
Pursuing LEED CI Silver

HCA / Methodist San Antonio
Culebra Hospital
San Antonio, Texas
Pursuing LEED NC Silver

Neal Richards Group
Forest Park Medical Center
Pursuing LEED NC Gold

Expert Resource

Kimberly Richter, IIDA, LEED Green Associate®

Associate Principal, Design Principal, Branded Environments Practice Leader

Born and raised in St. Louis, Kimberly follows her passion to experience the world every chance she gets. Studying abroad in Cuba, Japan, and Italy, as well as residing on both coasts, she has gained great appreciation for a variety of cultures and perspectives. Always finding the beauty in unique voices and modes of expression, she has sought out teachers and mentors in many disciplines who have heavily influenced her career path.

Now leading a multi-disciplinary team of designers with projects that span all practice areas she continues to solve problems through the cross pollination of influences.

Kimberly's design philosophy is inspired by how the complexity of multiple areas of expertise can arrive at one unified story. Her professional background in the film and entertainment industry now blended with the architecture industry shape her foundational understanding of the way in which audiences connect to spatial narratives. These core values are evident in her process and her work.



Education

Bachelors of Fine Arts - Film Video, New Media, 2003
The School of the Art Institute of Chicago

Masters of Architecture with an emphasis in Interior Architecture, 2010
The School of the Art Institute of Chicago

Accreditations

LEED Green Associate®
U.S Green Building Council

Project Experience

RETAIL

Rocket Fiber¹
Detroit, Michigan

Simon Properties
Pivot¹
New York, New York

One Soho¹
New York, New York

Jean-Georges Vongerichten
Food Hall¹
South Street Seaport
New York, New York

REAL ESTATE & MIXED-USE

GreyStreet Partners
GreyStreet District¹
San Antonio, Texas

Riverside Resources
Division O¹
Austin, Texas

Related Companies

- 55 Hudson Yards¹
- 10 Hudson Yards¹
New York, New York

Boston Properties
- 159 5th Avenue*
- 399 Park Avenue
New York, New York

Cielo Properties
- Third + Shoal¹
- Cielo¹
Austin, Texas

Paramount Group
1633 Broadway¹
New York, New York

HOSPITALITY & RESIDENTIAL

Greystar Real Estate Partners
Amenities Experience Strategy
Student Housing, Union on 24th
Austin, Texas

Lincoln Ventures
Seton House¹
Austin, Texas

Related Companies

10 Hudson Yards¹
New York, New York

CORPORATE INTERIORS

Facebook
Experience Strategy
Sao Paulo, Brazil

Google Cloud
Houston, Texas

Texas A&M University System
Federal Relations
Washington, D.C.

Perkins&Will
Austin Studio
Austin, Texas

* Denotes past experience

1. Gensler
2. CREATE
3. Ridley Scott & Associates

Perkins&Will

Expert Resource

Steve Breuer, RA, CSI, AIA, LEED AP® BD+C

Principal, Interiors Technical Director

Inheriting a passion for architecture and design from a young age, Steve has always had a drive for discovery. In 7th grade, his parents bought him a drafting desk with a slide rule and triangles, and it was then that he developed a desire to pursue a career in the architecture industry. This is also where his own personal design philosophy evolved — to dive deep and work hard.

Steve is known for his technical skills, patience and attention to detail — skills he's honed in his younger years when sitting first chair as a clarinet player in 7th and 8th grade. He channels these traits in each and everything he does, offering his colleagues as well as his clients unmatched technical direction, quality control and an unparalleled dependability. Through the years, he has established a strong track record for moving projects from conceptualization to completion swiftly and effectively.

When not in the office, Steve spends his time volunteering for Hearts and Hammers, an organization that provides exterior home improvement assistance for those in need.



Education

Bachelor of Architecture, 1987
Iowa State University

Registrations

Architect
Texas
#10835
Louisiana
#7493
Iowa
#6661

NCARB

Construction Specifications Institute (CSI)

Accreditations

LEED AP® BD+C
U.S. Green Building Council®

Professional Affiliations

American Institute of Architects (AIA)

Project Experience

Tenet Health
Headquarters
371,974 SF
Dallas, Texas

Signify Health
151,650 SF
Farmers Branch, Texas

Community Partners of Dallas
48,000 SF
Dallas, Texas

Gaedeke Group
One Legacy West
25,000 SF
Plano, Texas

StackPath
23,372 SF
Dallas, Texas

o9 Solutions
9,265 SF
Dallas, Texas

Simplex

Plant Sciences
8,000 SF
Boise, Idaho

American Eurocopter
8,000 SF
Austin, Texas

Razorfish
18,000 SF
Austin, Texas

Ericsson
450,000 SF
Dallas, Texas

Flextronics
Confidential SF
Austin, Texas

i2 COE
12,000 SF
Austin, Texas

WiNGS
18,400 SF
Dallas, Texas

Caris Life Sciences

172,000 SF
Irving, Texas

Vinson & Elkins
78,659 SF
Dallas, Texas

Winstead
143,000 SF
Dallas, Texas
54,710 SF
Houston, Texas
Fort Worth, Texas

Dentons
41,880 SF
Dallas, Texas

McDonald Sanders
20,000 SF
Fort Worth, Texas

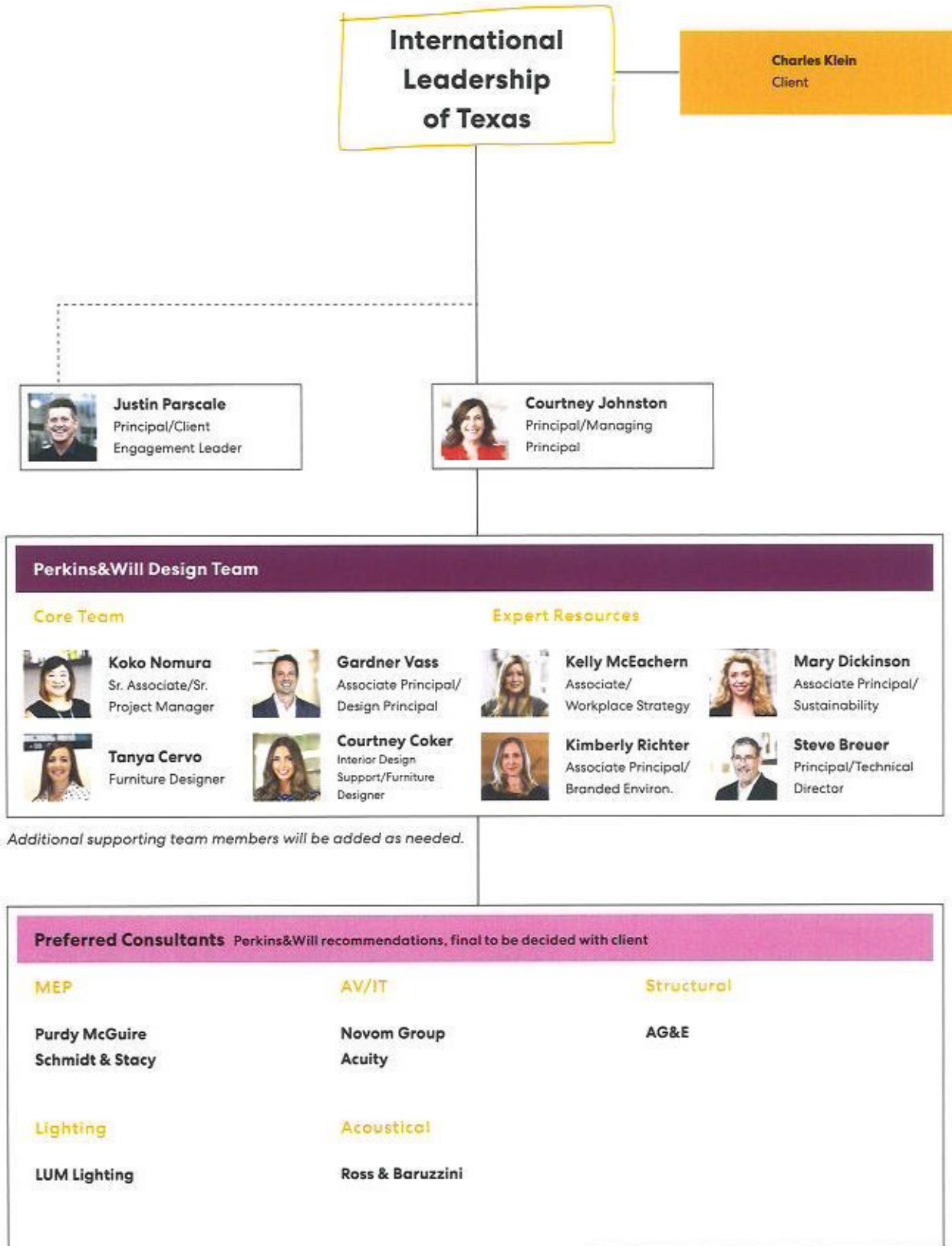
Weil, Gotshal & Manges
88,000 SF
Dallas, Texas
20,000 SF
Houston, Texas



Section 08.

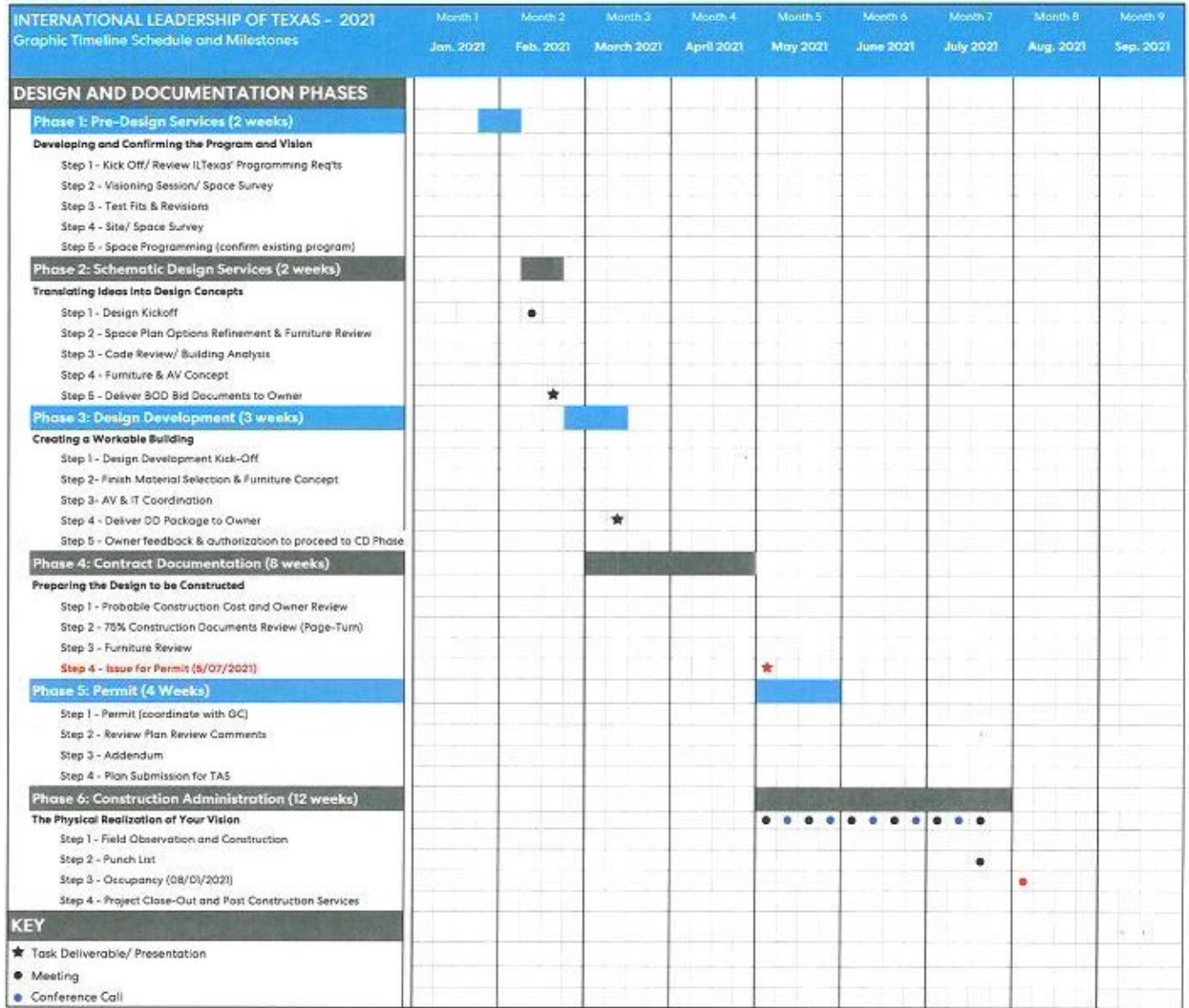
**Organizational
Chart**

Organizational Chart



Perkins&Will

Proposed Schedule



Preliminary Design Schedule

Perkins&Will offers the Preliminary Project Schedule presented here for the scope of services described herein. We commit, to the best of our abilities, to complete the Project according to a mutually established schedule that will be developed early in the project. Note that the delivery on Construction Documents, Permitting timeframes and the final Construction Schedule are not within Perkins&Will's control. Timeframes shown in the schedule are estimates to establish a fee for our services and to provide an initial understanding a preliminary completion date(s).

Project Approach



SAS, Austin, Texas

Maintaining Design Quality

Perkins&Will has a robust system of design review at all levels, across the firm and internal to each office. On a global scale, design leaders throughout the firm are part of the Design Leadership Forum, which meets twice a year to exchange ideas and information about best practices. Projects are subject to a Peer Review program, which includes cross-disciplinary review by design principals from other offices to bring a fresh perspective on the direction of the projects. This peer review occurs at the 90 percent complete mark of each of the three phases: Schematic Design, Design Development and Construction Documents. This peer review catches errors or omissions, and addresses consultant coordination issues before drawings are issued. Internally to the New York office we have a design assessment team, the Design Exchange that meets weekly and reviews projects that are in progress. In a more informal way, we have pin-ups and design reviews with senior design principals periodically throughout the design phases. Our FTP site, NewForma, acts as a central repository and clearinghouse for the project.

This includes keeping all project records in one location — including all project emails and other written communications, schedules, budgets, presentations, drawing issues, specifications, bid documents and any other project documentation. Our clients, consultants and contractors are given varying levels of access to the site, but all can avail themselves of critical project information at any time. We also use it as a design tool, as it facilitates creating 3d drawings early on, and later in the process can be used for resolving difficult details of unresolved conditions that might otherwise go unnoticed. To take full advantage of the many strengths offered by using Revit, Perkins&Will has invested the time and resources to overcome some of the initial challenges of a relatively new, complex software. 3D, parametric elements offer valuable communication of ideas, but a library of these elements requires a large investment of time. Fortunately, all of our offices consistently supplement our object library so that each project leverages these resources. In order to balance the amount of information modeled we have found that detailing in Revit is a combination of using the 3D model and adding 2D detail components.

Perkins&Will

Money Matters.

Establishing the Budget

Perkins&Wills will develop a comprehensive Architectural Scope Brief to expedite the budgeting process, while simultaneously managing the team's understanding of what is to be included in the base contract for construction. This document clearly identifies each component of the project on a functional basis (i.e., Client Reception and Conferencing, General Workplace Environment, Support Areas, etc.), along with standards for construction assemblies and materials (i.e., rated partitions, door and hardware types, lighting levels, finish materials, millwork items, etc.). Working closely with your larger consultant team, we will establish a bottom line cost for completion of the work, allowing for contingencies as appropriate.

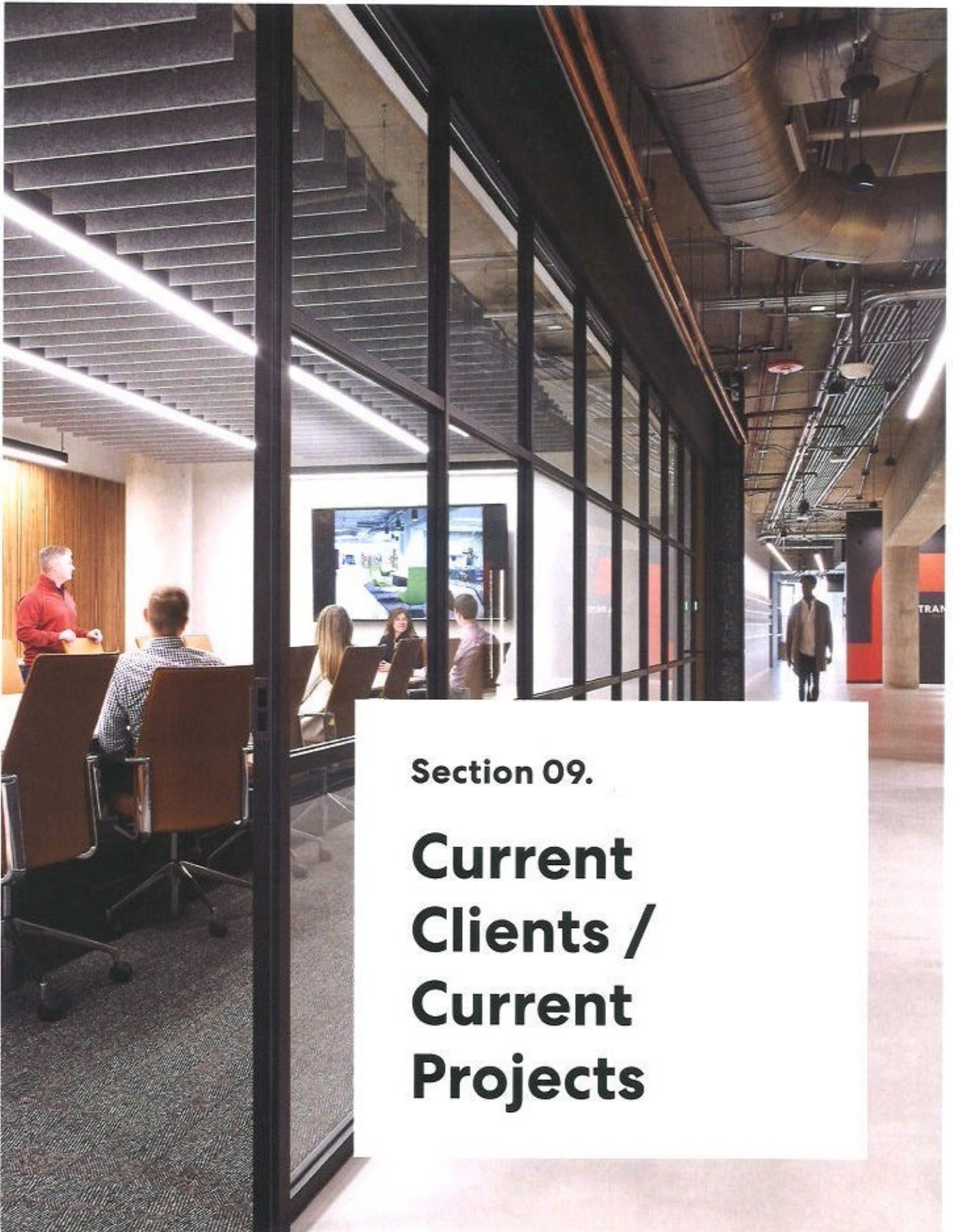
Keeping to the Budget

Throughout each phase of documentation, we commit to undergo pricing validations to verify that refinement of the design concepts is in keeping with the mutually agreed-upon budget parameters. These are conducted at the 95% completion point for each of the Design Documentation and Construction Documentation phases, ensuring that our final Bid Documents are aligned with the Construction Budget, allowing for alternate scope items that anticipate variations in the timing of the bidding process. During construction, we work closely with the GC/CM in the shop drawing process to confirm that You gets precisely the materials and level of craftsmanship that were identified in the Contract Documents. This also requires close reviews of progress on the site, to identify field conditions that may impact implementation of the design intent. We are proactive in our problem-solving approach, and we are receptive to suggestions from the trades on how best to coordinate installation logistics, understanding that agility is essential to resolving issues in the field before they become problems. Our team's approach to cost control:

- Design to the budget. We are experienced in working with a cost envelope and managing scope throughout the design process.
- Working with your cost manager, we assist with detailed cost estimates at multiple stages of drawing documentation.
- Confirm design and scope alignment with the entire design team to establish a mutually agreed-upon project budget early in the process. Collaborative communication throughout the process will allow the budget to remain in alignment through bid and final project cost.
- Anticipate and adapt to fluctuations in bid pricing, and accommodate potential increases by early identification of value engineering solutions; these may include alternate specifications and/or design details that would simplify constructability logistics without compromising the functional or aesthetic aspects of the design.
- **Review plans at an early stage with the Construction Manager to keep the design within the agreed upon budget parameters.** VE and Altered Specifications. Should Value Engineering be required to maintain the agreed budget, Perkins&Wills will work with the your team to maintain design integrity. Modifications to specified products or materials are only pursued with the agreement of your consultant team, to validate that there are no reductions in aesthetic or performance quality.



We take the time to understand our clients' visions and needs. We study the context and the community. We talk to stakeholders and seek their input. We dream and we iterate.



Section 9

Section 09.

Current Clients / Current Projects

**Current Client/
Current Projects**

a. List the total number of local projects currently in progress, including renovations and additions:

	PROJECT TYPE	NEW CONSTRUCTION	RENOVATION/ADDITION	% COMPLETE
A.	Modern Office Spaces	10	15	40% - 70%
B.	Administrative/Support Facilities	<i>Grouped in with numbers above.</i>		70%
C.	Auditoriums			We are not currently working on auditoriums



Unilever, New Jersey

Perkins&Will

b. All projects of any type currently in progress and the name and phone number of the owner's representative



i.

Project: Digital Matrix Systems

Organization: Digital Matrix Systems

Contact person/title: Jeff Miller, CFO

Phone number: (972) 341-0060

Project description: To begin the process of relocating their office space, our team of designers worked closely with Digital Matrix Systems to better understand their current practices and future needs. The space is the dichotomy of the high-tech world and relaxed atmosphere present in their office culture.

of Change Orders: 18

Size (S.F.): 22,540 square feet

Cost \$: 2 million



ii.

Project: Stream Realty

Organization: Stream Realty

Contact person/title: Mandy Fults

Phone number: 214.769.7812

Project description: Our team was engaged to expand the third floor for Stream Realty, a commercial real estate company. The project will be full of natural light, providing moments of connection throughout the space.

of Change Orders: 29

Size (S.F.): 14,780 square feet

Cost \$: \$1,274,430



iii.

Project: Pepsi Parkwood Lobby and Conference Center

Organization: PepsiCo

Contact person/title: Jack Sharkey, Cressa

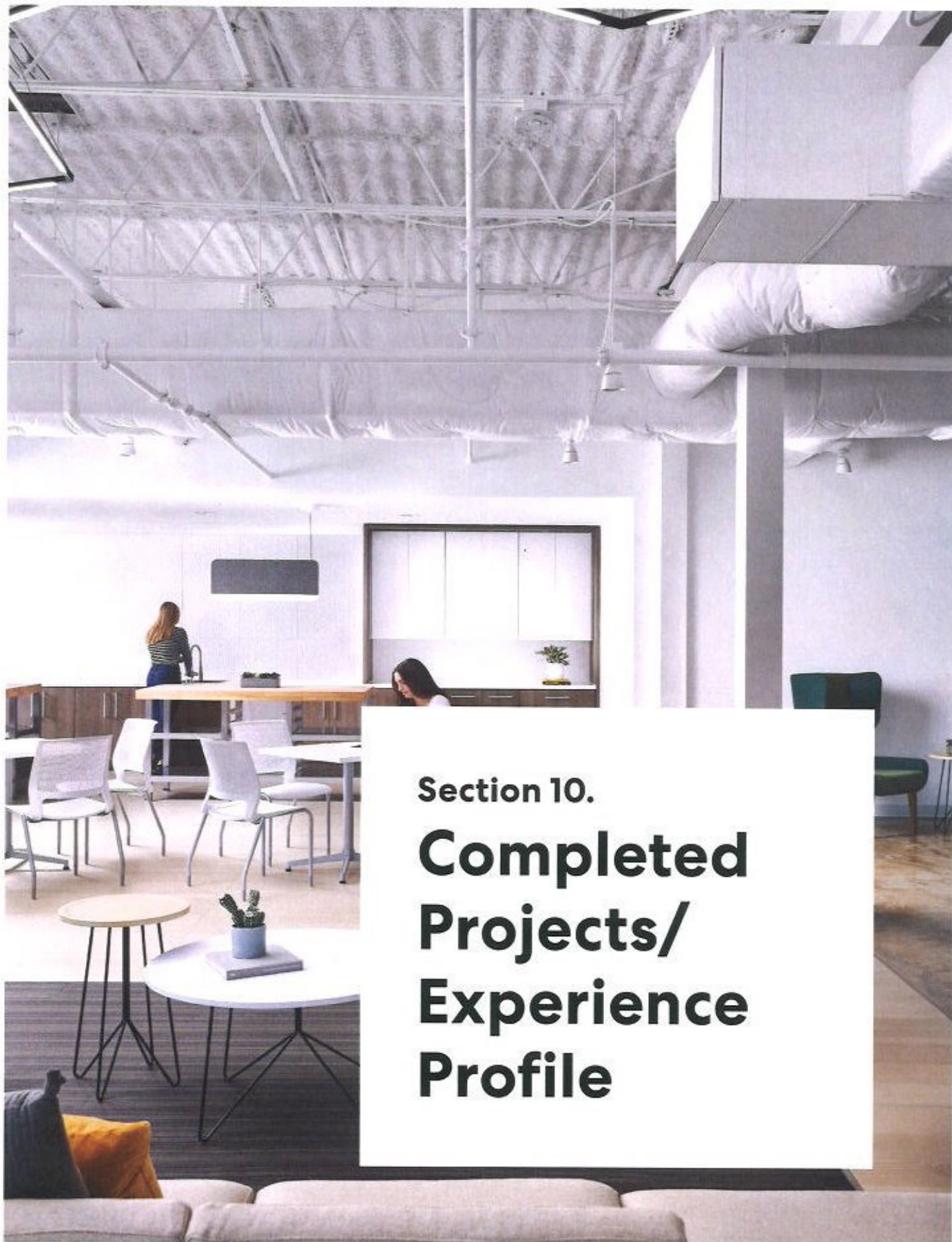
Phone number: (201) 835-7485

Project description: Renovation of main lobby and addition of a conference center for employees and visitors.

of Change Orders: N/A in design, no change orders

Size (S.F.): Lobby: 4,220 SF, Conference Center: 5,100 SF

Cost \$: N/A - Establishing Budget



Section 10.
**Completed
Projects/
Experience
Profile**

Section 10

Completed Projects/ Experience Profile

International Leadership of Texas

- a. List the total number of completed projects for the last five years, including renovations and additions:
Project Type New Construction Renovation/Addition % Complete

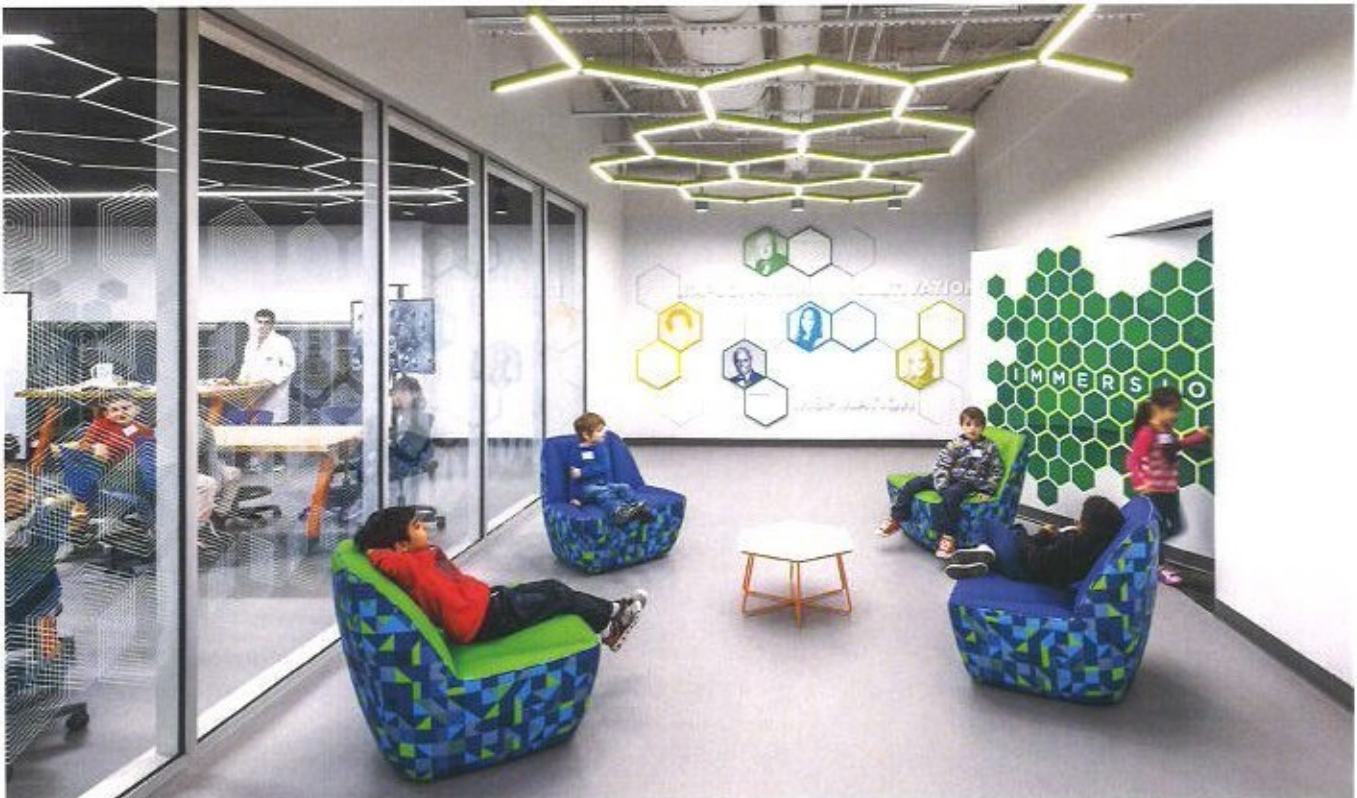
PROJECT TYPE	NEW CONSTRUCTION	RENOVATION/ADDITION	% COMPLETE
A. Modern Office Spaces	7	18	100%
B. Administrative/Support Facilities	Included in the numbers above		100%
C. Auditoriums	3	4	100%

- b. State number of firm's modern office space projects for each of the following years and total dollar figure:

2016	# 420	\$87,500,000	2017	# 431	\$72,000,000
2018	# 502	\$98,532,000	2019	# 600	\$105,742,000

- c. Please list five modern office space projects that would be representative of your firm's work and services provided within the last three years (educational clients requested but not required).

Total number of educational clients in the past three years 38



Berkner High School Stem Exploration Center, Richardson, Texas

Perkins&Will



i. Project: Tenet Health Headquarters
Organization: Tenet Healthcare
Contact person/title: Michael Maloney, Senior Vice President Corporate Development
Phone number: (469) 893-2000
Scope of Project: Tenet Health unites both their corporate team and team of physicians into a cohesive company. With their new building, they are able to convey their brand and story throughout their office space. The building represents a support system, creating an environment for the people in the office to best support the people in the field. Our design team reflected this approach through messaging and branding. Walking through their space, you'll find images of hospitals throughout, as well as images of employees working as a united team. Though an aggressive schedule brought about difficult challenges, our team of designers stayed organized and in continuous contact with the clients, providing a space to fit the client's needs.



ii. Project: Our Dallas Studio
Organization: Perkins&Will
Contact person/title: Tom Reisenbichler, Managing Director
Phone number: (214) 283-8704
Scope of Project: Perkins&Will chose the Dallas High School as the site for the relocation of the Dallas practice for many reasons, but most significantly as a desire to become enriched in the downtown Dallas community. Our goal was to keep history alive while incorporating our brand into a modern workplace. We adapted the auditorium space to serve as the reception and lobby area and modified an old classroom to serve as a multipurpose room for daily collaboration space, continuing education lectures, and large events. The work space is designed to promote the practice of high-performance architecture and design with a variety of seating types and collaboration areas. The addition of an open connecting stair and multi-functional conference space, doubling as an after hours fitness studio, will further reinforce active design principles.



iii. Project: Frito Lay
Organization: PepsiCo
Contact person/title: Cindy Gonzales
Phone number: (610) 329-9815
Scope of Project: Frito Lay's large headquarters, though in a timeless building, required a complete renovation of the interior environment. They challenged our team with objectives of maximizing daylight into the floor, sizing the quantity of conference spaces, and an overhaul of workplace technology. Partnering with their internal committees, our team focused on all aspects of the project including brand integration, workspace, meeting and community space, and AV. We established a smart integration of the brand into the available floorplan with a strong focus on the varied experiences. The result is a branded facility that can foster collaboration and cultivate productivity for a large number of employees.



iv.

Project: Toyota Connected

Organization: Toyota

Contact person/title: Vince Burt, Senior Vice President, JLL

Phone number: (214) 438-6126

Scope of Project: Because Toyota Connected competes with local technology companies for top talent, its workspace needed to reflect their forward-thinking culture. One of the main goals was designing a branded environment for facilitating advanced technology.

By seamlessly integrating technology and creating a highly desirable workplace destination, we accomplished their goals. We surpassed expectations by teaming with our Branded Environments experts to create both distinct and settle brand inspirations.



v.

Project: Berkner High School Stem Exploration Center

Organization

Contact person/title: Michael Longanecker, Executive Director of Facilities and Construction

Phone number: (469) 593-0170

Scope of Project: Walking into the Berkner STEM Exploration Center, students are greeted by active exhibits meant to inspire curiosity and learning. The transparency of labs was achieved through the exclusion of traditional doors, with foldable interior partitions giving students a sense of independence, while still maintaining a comfortable level of security and supervision from teachers. The acoustically isolated Immersion Studio includes interactive projectors and screens for creative projects. The Exploration Center features kinetic installations along the stairwell walls, with inspiring messaging that is in constant motion through the use of simple robotics.

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ci. List of completed projects involving new construction and renovation of modern office spaces that have been successfully completed. The list shall indicate the project name, owner, owner's contact, prime consultant, start and completion dates, size, budget, final cost, cost overruns, and a brief description of each project. Identify projects that have been designed but have not been built.

Perkins&Will has extensive and successful experience with meeting the budget for projects. We work with our clients and construction managers to deliver projects on budget. We collaborate in a transparent nature to work with any challenges or changing conditions that may arise on a project, including value engineering. We respect our clients' privacy and do not disclose budget information.



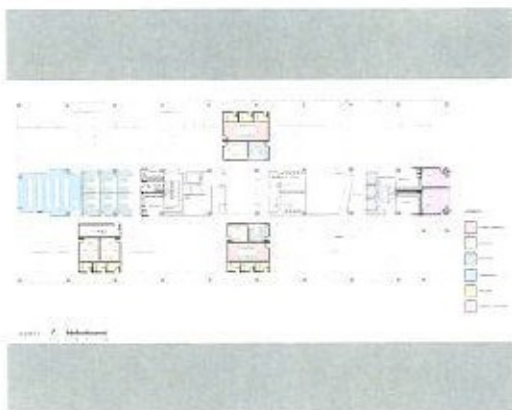
Project Name: Signify Health
Owner: Signify Health
Owner's Contact: Mitch Paradise, (214) 723-8030
Prime Consultant: Schmidt & Stacy
Start and Completion Date: February 2019 to March 2020
Size: 151,650 square feet
Budget: \$50.27/sf
Final Cost: Confidential
Cost Overruns: Confidential
Brief Description: A network of clinics and care management embracing culture and connection through a functional office space.



Project Name: Finisar
Owner: Finisar Corporation
Owner's Contact: Greg Jones, greg.jones@finisar.com
Prime Consultant: AACE Engineering
Start and Completion Date: December 2018 to November 2019
Size: 31,500 square feet
Budget: Confidential
Final Cost: Confidential
Cost Overruns: Confidential
Brief Description: We worked with Finisar to add amenities on site to make the office and plant a destination for the employees, along with renovating the entry and lobby to create a clear but dramatic statement in an otherwise simple floor plan.



Project Name: o9 Solutions
Owner: o9 Solutions
Owner's Contact: Igor Rikalo, (214) 507-7192
Prime Consultant: AOS Engineering, Inc.
Start and Completion Date: February 2016 to August 2016
Size: 9,265 square feet
Budget: \$56/sf
Final Cost: Confidential
Cost Overruns: Confidential
Brief Description: A spirit of inclusion and a freeform use of space allow o9 Solutions to fully and dynamically support an array of workstyles while cultivating an atmosphere to best support the development of client products and services.



Project Name: Steward Health Headquarters
Owner: Steward Health
Owner's Contact:
Prime Consultant:
Start and Completion Date: January 2019 to February 2020
Size: Building B: 165,107 square feet; Building D: 154,184 square feet
Budget: Confidential
Final Cost: Confidential
Cost Overruns: Confidential
Brief Description: The renovation of two buildings into clean, transparent offices, to best support their team of support staff for their network of physicians.



Project Name: Securus Headquarters
Owner: Securus Technologies
Owner's Contact: Kate Lengyel, (972) 277-0306
Prime Consultant: AOS Engineering, Inc.
Start and Completion Date: August 2016 to March 2017
Size: 154,000 square feet
Budget: Confidential
Final Cost: Confidential
Cost Overruns: Confidential
Brief Description: Remodeling their current headquarters to create a feeling of unity throughout.

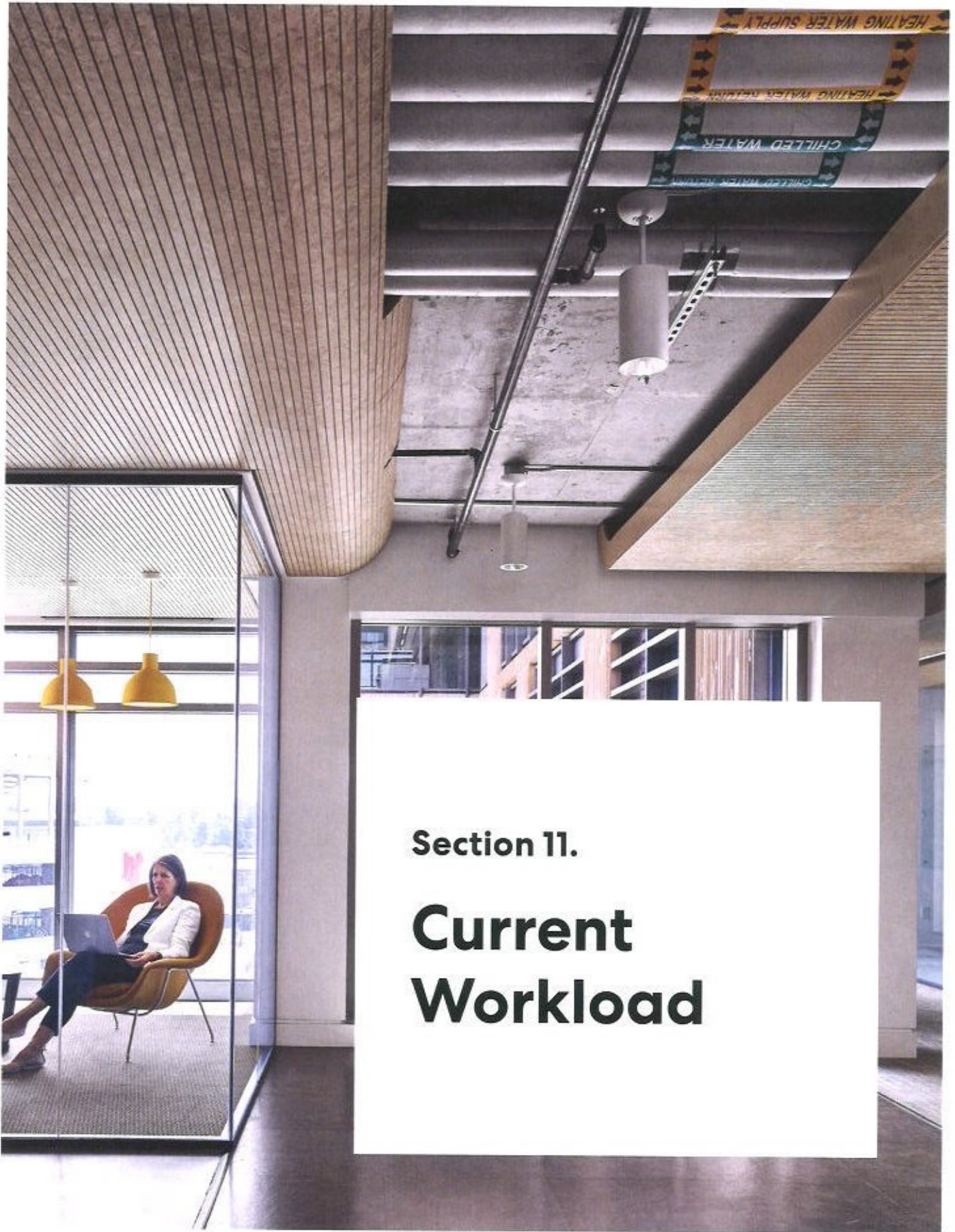


Signify Health, Farmers Branch, Texas

Perkins&Will



Atlassian, Austin, Texas



Section 11.

**Current
Workload**

Current Workload

Our Commitment

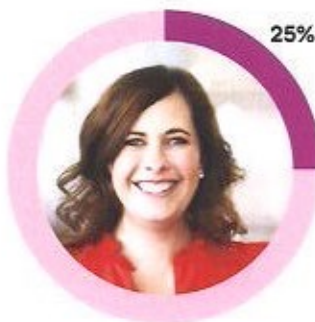
Perkins&Will is a business about people because it is only through the extraordinary creativity and talent of our people that we are able to create transformative design. We are providing you with a proven multidisciplinary team from our Texas region. This will not only bridge the gap of locality to the site and users, but will make the process more efficient for the team as a whole, while offering you the familiarity of your team.

We will spend time with the your team to understand and prioritize key goals and objectives that will be used to measure our success together and what will make this specific project unique to its employees. It is our responsibility to share our experience while developing solutions that are unique and appropriate to the goals of the project. We commit time, energy and experience of each team member to help you continue to thrive. Each of whom will be engaged during all phases of the project.

Their current workloads will allow them the availability to work on your project from kick-off to final occupancy. Below is an estimated percentage of time that each team member will be dedicated to your project. This percentage if an average over the entire project.



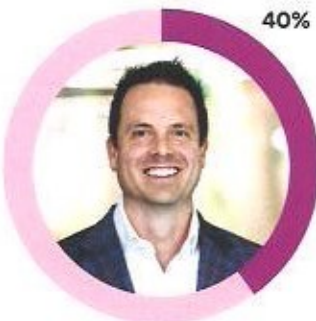
Justin Parscale
Principal/Client Engagement Leader



Courtney Johnston
Principal/Managing Principal



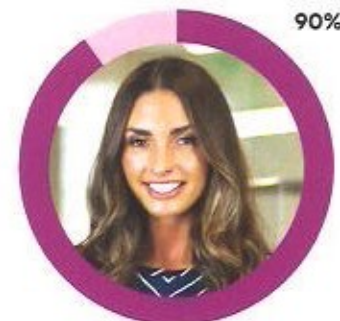
Koko Nomura
Sr. Associate/Sr. Project Manager



Gardner Vass
Associate Principal/Design Principal



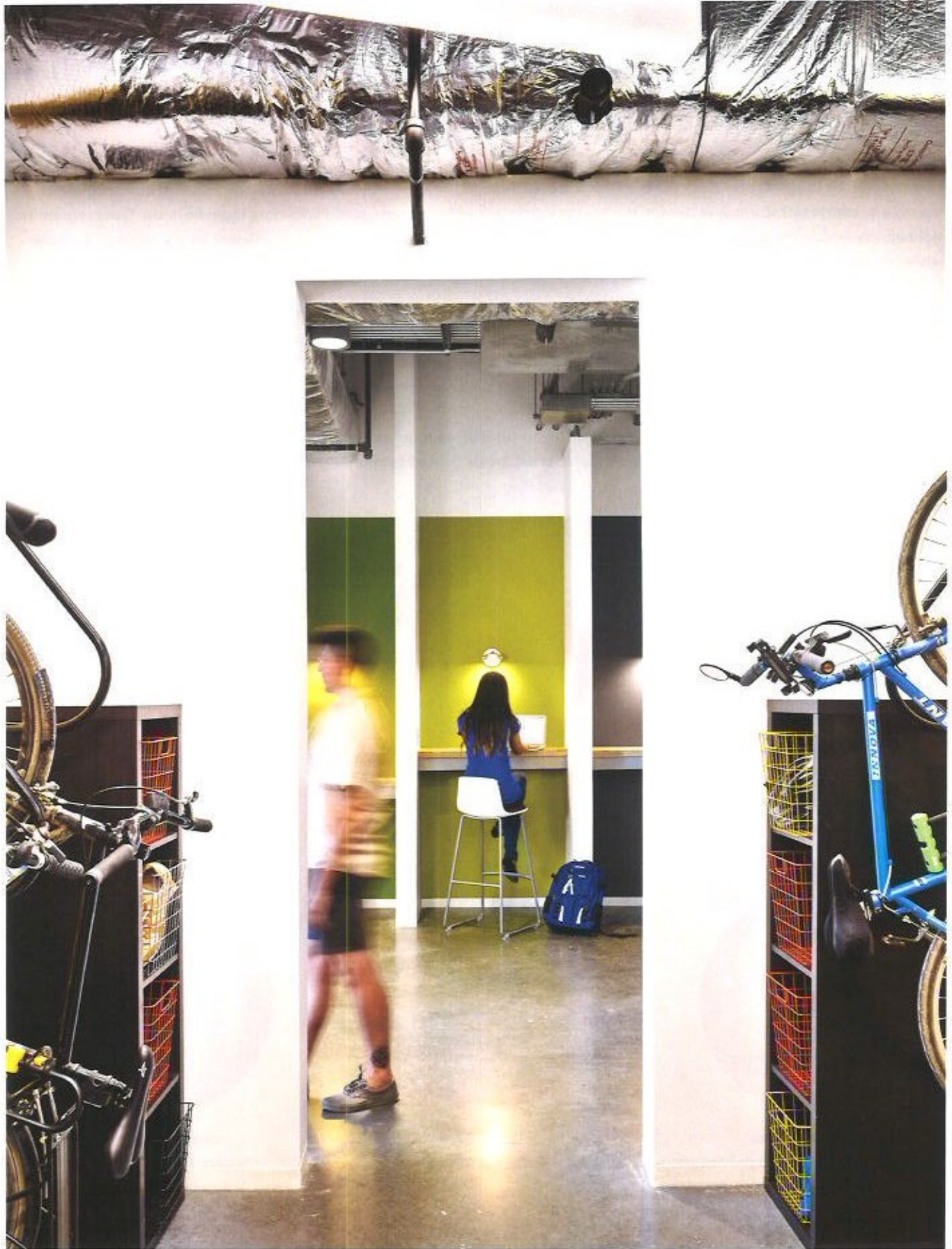
Tanya Cervo
Furniture Designer



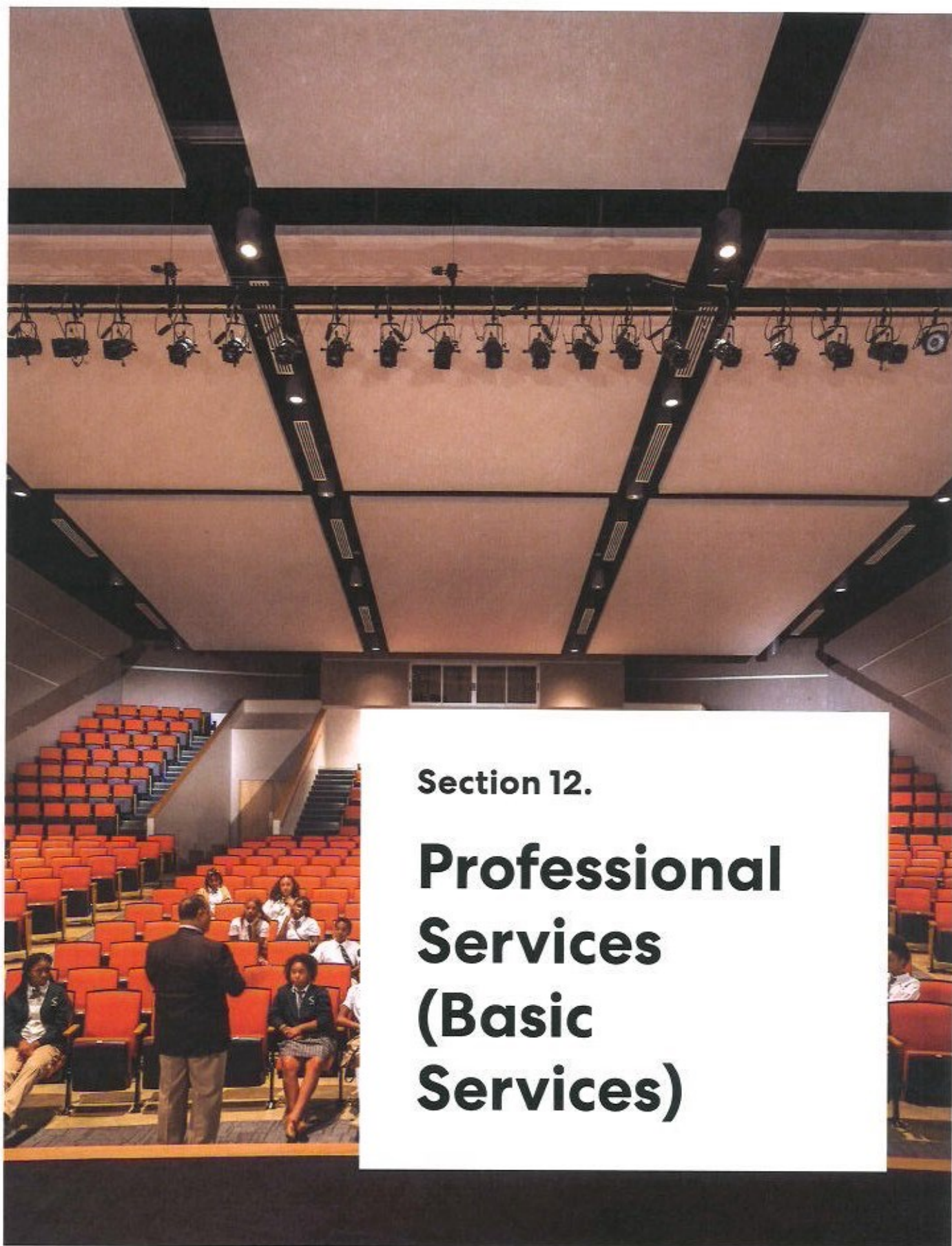
Courtney Coker
Interior Design Support/
Furniture Designer

Additional supporting team members will be added as needed.

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Atlassian, Austin, Texas



Section 12.

**Professional
Services
(Basic
Services)**

Professional Services (Basic Services)

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a. Summarize services provided to the owner as part of the basic services. Please indicate services offered from listing found above in this RFQ:

Scope of Services

We will provide Interior Architectural, Mechanical, Electrical, Plumbing, and Fire Protection design and documentation for this project. We may include additional consultants as necessary once the program is defined with the Client, such as Lighting, Acoustics, Structural design and documentation, etc.

Basic Services

Programming

1. Perkins&Will will meet with the Client to establish team responsibilities, methods of approval, project procedures and schedule requirements.
2. Perkins&Will will interview the Client on site to determine the specific requirements for areas with equipment and re-used furniture. Perkins&Will will also determine the criteria and objectives regarding optimal organization of the space, design quality and budget for the project.
3. Perkins&Will will conduct a "Visioning" session with the Client to initiate discussion about how the design of the office can support Client firm's culture, operating methodology and Client re-recruiting and client development. Perkins&Will will include the latest research on workplace design and what Clients are looking for in a post-pandemic workplace to create a resilient workplace that is adaptable to the future. This includes conversations about the potential shift in program at the workplace and how it can adapt over time to include a Work From Home model and best support the various personas in the space. Perkins&Will will close the session with a review of design images that will assist with understanding the aesthetic goals for the project.
4. Perkins&Will will create a program report to include an excel space summary table and the meeting notes to describe the project goals and specific requirements and goals from the programming and Visioning session.

Deliverable: Program and Vision Summary

Schematic Design

After approval of Program and Vision, Perkins&Will will refine the space plan for Client approval prior to proceeding with design.

1. Perkins&Will will use the approved plan and Preliminary Project Budget as a starting point to develop the plan further after the Client determines the final lease location, approves space standards and the detailed programming. This plan will include conceptual workstation and furniture layouts, which incorporate generic furniture lay-outs.
2. Perkins&Will will select and coordinate the MEP engineer and any other consultants as to ensure identification of all factors impacting the Schematic Design.
3. Perkins&Will will prepare a Schematic Design presentation consisting of:
 - Design concepts for the upgrade client areas: reception, conference/training rooms and break room;
 - Sketches & elevations as necessary to accurately convey the design intent;
 - Recommendations for any new finish material types presented in an informal manner;
 - Recommendations for special design treatments and lighting.
4. Perkins&Will will present the Schematic Design to the Client for review & approval and coordinate the refinement of the schedule.

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5. After approval of Schematic Design, Perkins&Will will denote the approved plan with pricing notes to illustrate the scope of the proposed design construction. We will require Client approval of the pricing plans and will provide up to one (1) minor revisions. We will issue the pricing plans to your landlord and contractor(s) to provide budget pricing. We will review the pricing and assist with comparison to the Preliminary Project Budget.

Deliverable: Schematic Design Package

Design Development

1. After approval of Schematic Design, Perkins&Will will further develop the design and verify the approved project budget and schedule while beginning this phase of work.
2. Perkins&Will will select alternative finish palettes to present to the Client. The palettes will include flooring, base, wall materials, paint, ceiling and millwork finishes, etc. Perkins&Will will present to Client along with design concepts for any planned design upgrades for the reception, meeting rooms, break room and required support areas. Upon approval by the Client, Perkins&Will will create a finish location plan.
3. Perkins&Will will refine the architectural plan and develop the electrical and data plan and the reflected ceiling plan. Perkins&Will will select the proposed light fixtures and necessary power devices required to accommodate the Client's equipment and furnishings.
4. Perkins&Will will prepare a Design Development package and presentation consisting of:
 - Partition, electrical, phone/data device, and furniture and equipment layouts, including personnel locations for the general offices and other areas;
 - Reflected ceiling layouts showing coordination of lighting, HVAC and other ceiling features;
 - Design drawings illustrating the general construction, special area treatments and feature designs;
 - Final recommendations for interior finish selections, including materials, colors and finishes, illustrated with photographs and samples.
5. Perkins&Will will coordinate with MEP engineer as required ensuring identification of all factors impacting Design Development.
6. Perkins&Will will formally present the Design Development Package to the Client for review and approval.
7. If required/requested, a Design Development Pricing Document can be issued to a General Contract (or Construction Manager) to confirm Preliminary Pricing and further outline project design and specifications.

Deliverable: Design Development Package

Construction Documentation

1. Upon approval of Design Development, Perkins&Will will start construction documentation. Perkins&Will will prepare the Construction Documents based on the approved design and will coordinate the work of the MEP Engineer for the electrical, HVAC, fire sprinkler, fire safety and plumbing and any other contracted consultants. Perkins&Will will provide outline specifications and finish and equipment schedule(s) as part of the construction documents.
2. Construction Documents to include:
 - Cover Sheet / Index to Drawings / Code Information
 - Accessibility Standards / TAS Information
 - CSI / Master Spec Short Form Specifications (Sheet Format)

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- Demolition Plans
 - Dimensioned Floor Plans
 - Reflected Ceiling & Lighting Plans
 - Electrical / Data Plans w/ furniture layouts screened for reference
 - Finish Plans, Finish Schedule, Hardware Schedule
 - Elevations, Sections and Details
 - Mechanical, Electrical and Plumbing Engineering Drawings, schedules and details
3. Perkins&Will will schedule a "page turn" review of the 90% Progress construction documents with Client to obtain approval prior to issuing for bidding or construction.
 4. Perkins&Will will make one (1) round of revisions as required to secure Client approval.

Deliverable: Contract Documents PDF and hard copies as requested

Construction Administration

1. Upon commencement of general construction, Perkins&Will will issue the construction documents upon Client's approval to project/construction manager for bidding and will be available to answer any questions and make corrections in the form of addendums to the previously issued drawings as necessary. Perkins&Will will be available to review the bids with Client and Construction Manager.
2. Perkins&Will will submit the construction documents for required TAS (Texas Accessibility Standards) review.
3. Perkins&Will will answer questions during the bidding by issuing an addendum.
4. Perkins&Will will review and approve submittals and shop drawings required in the construction documents.
5. Perkins&Will will visit the site as required to review consistency with the design and construction documents. Total site visits including the final walk through and punch list to be confirmed once schedule is confirmed by the general contractor.
6. Perkins&Will will review and approve the contractor's pay requests.
7. Perkins&Will will answer questions and requests for information submitted by the contractor.
8. When the project is substantially complete, Perkins&Will will walk the site with the punch list prepared by the contractor and confirm and add to the punch list. Perkins&Will will walk the site when informed that the punch list is complete.

Additional Services

During the course of a Project, Additional Services may be authorized or requested by the Client. Additional Services are those services performed by Perkins&Will that you request and that are not specified in the Scope of Services; that are required as a result Schedule or Project changes not within Perkins&Will's control; or that are provided to you more than 30 days after the substantial completion of the original Project. If Additional Services are requested or if changes to the Project Schedule require fee adjustments, Perkins&Will will document the Additional Services request using an Additional Service Order Form. Perkins&Will will describe the Additional Services to be performed and will propose an appropriate fee for those services based on the Hourly Rate Schedule in effect at the time the services are proposed. Your signature will be required on the Additional Service Order form in order for Perkins&Will to proceed with the Additional Services.

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Furniture Design

Furniture Design and Specification is a key component of any successful interior workspace. Perkins&Will offers three options for Furniture Services as described below. Additionally we are open to suggestions from the Client regarding furniture services based on your relationships with vendors or contracts.

Option 1: FF&E DESIGN – limited services

Summary: Assumes Owner will coordinate with a selected furniture dealer. Perkins&Will will provide a coded furniture plan and a visual index of all furniture pieces, including 2-3 options per piece. Perkins&Will will provide finish recommendations and a preliminary budget. Upon Owner approval, Perkins&Will will send background floorplans to selected dealer and will review all purchase orders for conformance with Owner requirements. Dealer is responsible for coordinating all power/ data requirements with Owner and General Contractor. Dealer is responsible for managing the procurement process. Perkins&Will will coordinate with dealer to ensure procurement schedules align with Owner construction schedule. Perkins&Will will attend a walkthrough and will review the formal dealer-provided punchlist. A full description of these services and associated fees will be provided upon Owner request.

Option 2: FF&E DESIGN – competitive bid services

Summary: Perkins&Will will assist owner with a comprehensive and competitive furniture bid process. Perkins&Will will provide a coded furniture plan and a visual index of all furniture pieces, including 2-3 options per piece. Perkins&Will will provide finish recommendations and a preliminary budget.

Upon Owner approval, Perkins&Will will prepare furniture documentation sufficient for competitive bidding among 2-3 dealers and owner price comparisons. We will review received bids and make our recommendation for award of furniture contract. We will review all purchase orders for conformance with Owner requirements. Dealer is responsible for coordinating all power/data requirements with Owner and General Contractor. Dealer is responsible for managing the procurement process. Perkins&Will will coordinate with dealer to ensure procurement schedules align with Owner construction schedule and we will monitor production of furniture from time of order to time of shipment via order tracking logs. Perkins&Will will prepare delivery and installation schedule for furniture and will monitor daily installation progress. Perkins&Will will attend a final walkthrough and will review the formal dealer-provided punchlist. A full description of these services and associated fees will be provided upon Owner request.

Option 3: FF&E DESIGN – competitive bid services with mock ups

Summary: Perkins&Will will assist owner with a comprehensive and competitive furniture bid process, including the evaluation of project-specific mock-ups. Perkins&Will will provide a coded furniture plan and a visual index of all furniture pieces, including 2-3 options per piece. Perkins&Will will provide finish recommendations and a preliminary budget.

Upon Owner approval, Perkins&Will will prepare furniture documentation sufficient for the development and order of furniture mock-ups. The mock ups will be installed at a location of your choosing, and will include presentations by the vendors, along with forms to gather feedback from your evaluation team. Perkins&Will will review the feedback with your team and make our recommendation for the award of the furniture contract.

We will review all purchase orders for conformance with Owner requirements. Dealer is responsible for coordinating all power/data requirements with Owner and General Contractor. Dealer is responsible for managing the procurement process. Perkins&Will will coordinate with dealer to ensure procurement schedules align with Owner construction schedule and we will monitor production of furniture from time of order to time of shipment via order tracking logs. Perkins&Will will prepare delivery and installation schedule for furniture and will monitor daily installation progress. Perkins&Will will attend a final walkthrough and will review the formal dealer-provided punchlist. A full description of these services and associated fees will be provided upon Owner request.

Additional Service Options:

- Procurement and selection of works of art
- Computer generated 3D computer model walk through drawings
- 3D photo quality renderings
- Construction mock-ups
- Commissioning scope of services
- Development of any custom furniture solution
- Move planning, coordination; we will furnish a copy of furniture plans with the same room numbering as our Permit drawings to a move coordinator, but our services do not include developing plans with unique numbering associated with move coordination services
- Development of the overall project budget
- Development of detailed construction pricing (our scope includes scope documents and collaboration with the selected General Contractor or Construction Manager to prepare a construction budget)
- Decommissioning of existing client space that may be vacated
- Phase construction documents or phased occupancy
- Graphic design and client branding services
- Permit expeditor fee for processing permit drawings
- Sustainable design certifications (LEED, WELL Building, etc)
- If a catered Café or kitchen is required, a Food Service consultant may be required and their services are not included in our fee

Reimbursable Expenses

Reimbursable Expenses are in addition to the fee for services. You agree to reimburse Perkins&Will for out of-pocket expenses, which are actual expenditures made by Perkins&Will employees and consultants in connection with the Project.

The following Reimbursable Expenses are invoiced at 100% of Perkins&Will's cost: reproductions produced on Perkins&Will's premises; long distance communications; cellular telephone charges; project related websites; transportation (auto rental, taxis, buses and airfares); room and board and other expenses incurred in connection with out-of-town travel; fees paid for securing approval of authorities having jurisdiction over the Project; use of a privately owned vehicle reimbursed based at IRS approved rates; cost of any additional insurance requested by you in excess of that normally carried by Perkins&Will, the cost of outside vendor produced reproductions; messengers; photographic production; postage and handling of documents and materials; costs of outside renderings; and models and mock-ups produced internally by Perkins&Will.

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b. Other advantages offered by the firm or unique qualifications that would be of benefit to the School:

An Evidence-Based Approach

Our workplace strategists are currently refining how we assist clients in programming and defining space requirements and needs for a resilient workplace post-pandemic, to be highly adaptable. Through multiple client surveys regarding types of work, need for collaboration, required tools, etc. we can look at a group of users based on individual needs (Personas), verses relying on status quo for typical department needs. Thus translating those needs into spatial requirements. Beyond designing workplaces that are physically safe during pandemics, we are looking at mental well-being as well, in an overall effort to strengthen retainment and recruitment.



“The Anchor”
Focused worker
Remote work: **25%**
Office work: **75%**



“The Resident”
Moves freely
Remote work: **10%**
Office work: **90%**



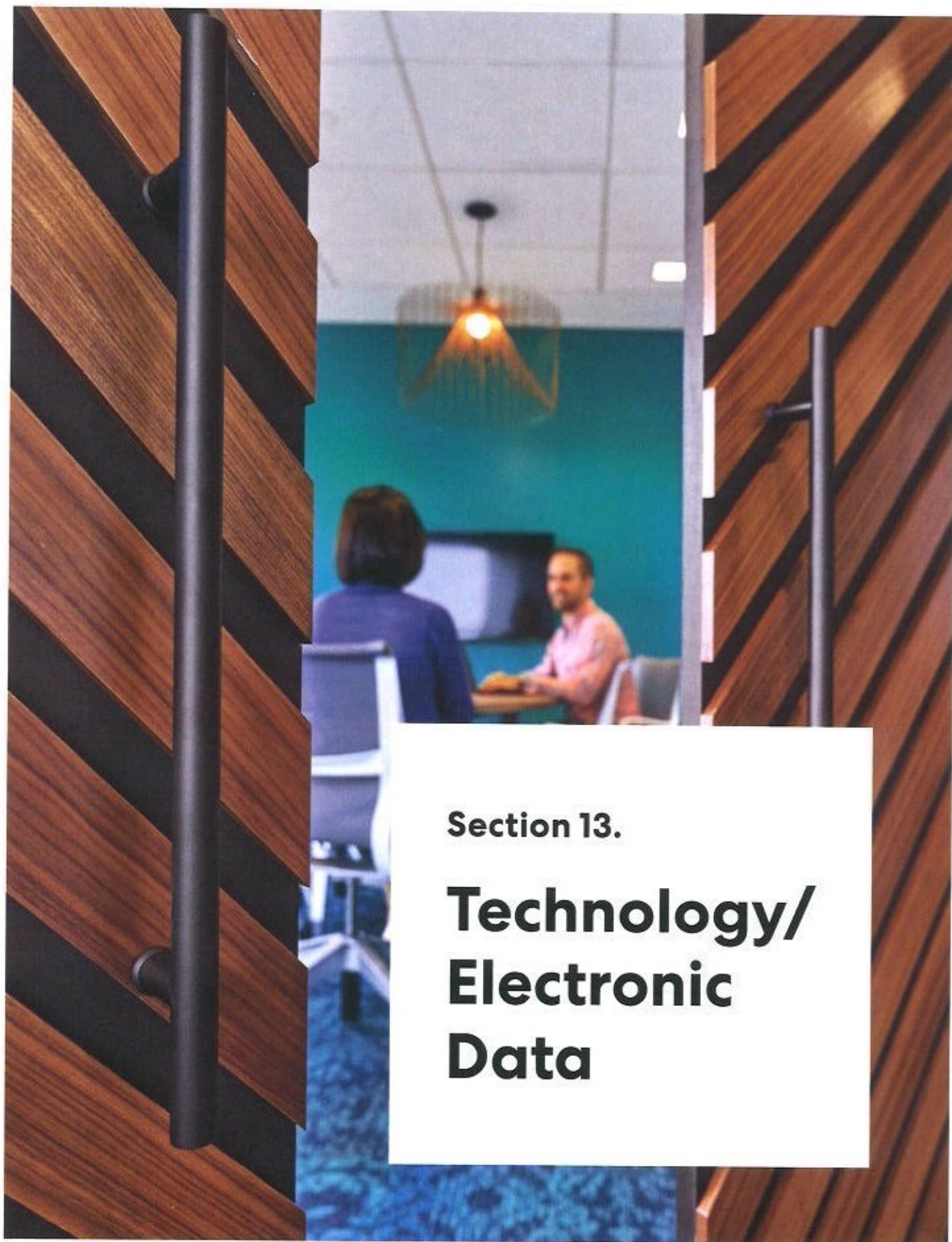
“The Nomad”
Multi-tasking
Remote work: **50%**
Office work: **50%**



“The Remote Worker”
Out of office
Remote work: **80%**
Office work: **20%**



“The Trekker”
On the go
Remote work: **95%**
Office work: **5%**



Section 13.

**Technology/
Electronic
Data**

Technology/ Electronic Data

a. The School requires service providers to grant to the School a license to reproduce any and all documents, including drawings, specifications, CAD drawings, etc., for purposes of use and maintenance of the building, future alterations to the building, or future additions to the building by other Consultants, assuming the author of such works would not be liable for derivative works.

Will you comply with this request? Yes No



Trend Micro, Dallas, Texas

Perkins&Will

b. Please attach any additional information and/or brochures regarding technology that would provide additional information about your firm in relation to this request.

Digital Tools

By utilizing digital technologies, we can help you experience design in eye-opening ways.

The utilization of different modes of studying space and design have changed significantly over the past few years. We continue to study spaces utilizing physical and digital models, however the depth of study and reality of the environments has become more exacting and realistic. The stronger the vision, the stronger the project.

Primary design tools managed by our digital practice team

- Virtual Reality (VR)
- Mixed Reality (MR)
- Augmented Reality (AR)
- Artificial Intelligence (AI)
- Machine Learning
- Building Information Modeling (BIM)
- Design Coordination
- Computational Design
- And we're researching new tools every day through our research

Visualization tools

Custom art inspiration and diagrams



Entry view



Base material palette

Visualization Tools

Through every visualization exercise, it is critical to test the result against the vision for the project in order to determine the path forward. We utilize Revit as a base BIM platform from Programming and Planning through Construction Administration for enabling team communication and collaboration, disciplinary integration, and systems coordination. Supplementary programs are utilized for the specific reasons listed below:

- **Enscape:** The use of the Enscape visualization tool has become an integral part of our design process—bringing the ability to render spaces as they are designed in traditional 2D views, as well as immersive virtual reality. Because Enscape is directly tied to the Revit model, the spatial ramifications of changes made in the model can be immediately visualized by the client and design team as we 'walk through' the building.

Digital Tools

- **Dynamo:** This program provides the ability to script custom tools and workflows without the need for full coding ability. Dynamo has a dual focus, automating time consuming tasks and the ability to create complex geometry in the Revit environment. Our internal programming team has worked hand in hand with our design teams to write custom scripts that auto generate room data sheets for spaces including 3D views to help gain a greater understanding of the space.
- **dRofus:** for building program and FF&E management.
- **Rhino and Ladybug/Honeybee plug-ins:** This program provides a variety of 3D interactive graphics to support the decision-making process during the initial stages of design. It provides rapid feedback to give clients and the design team a stronger understanding of energy use and building performance.
- **Physical Models:** We utilize 3D printers and laser cutters in addition to our in-house model making abilities to allow us to study scale. From a particular detail to overall massing within the site context, a physical model continues to be a critical communication tool to make a project vision become a reality.

- **SPEED:** Developed by Perkins&Will, SPEED is a web-based and cloud-based energy/daylighting/solar design and simulation platform for early design we developed for architects enabling a 1-day turn-around from design question to a data-driven design answer. It allows the quick creation of a project to run a parametric study with hundreds or thousands of design options on the cloud in a matter of hours including statistical analysis, and interactively visualize the results and compare them against your project's EUI benchmarks and targets.

We find that most clients still find a need for 2D renderings in order to convey what the space will look like to build excitement and answer questions regarding the space. We utilize different levels of renderings at different stages within the design process in order to walk through options, review materials, and create excitement for projects depending on client needs.

Resources and Processes

In addition to out-of-the-box programs that we regularly use during design, our **in-house group of design computation specialists** expands our design teams' resources beyond the scope of commercially-available software packages. Our ability to engage in parametric modeling, iterative simulation, design optimization, and application customization through scripting and software programming offers our clients' uniquely agile and attentive design teams. New technological exploration is always anchored by Perkins&Will's broad and deep practice expertise.



← Virtual reality 'mockup' visioning methodology. VR removes the need for interpretation of architectural drawings. Instead, clients virtually walk through a space and understand what it will be like. This accelerated comprehension helps them make quicker, better-informed design decisions.

The photo to the left shows Philips' employees utilizing VR at a Discovery Fair while in design development for the Philips North American Headquarters.

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Digital Tools

We are proven partners in the delivery of complex and technical projects.

A coordinated set of documents is dependent upon an integrated team, strong communication, and knowledge expertise. This process starts immediately during the programming phase where systems and utility requirements are established. Perkins&Will and AECOM have a long-standing relationship bringing complex projects to successful completion. We will engage AECOM at the start of the project during programming and visioning sessions to ensure they are able to inform design thinking and planning of the facility at an early stage.

Room data sheets are developed during programming and utilized through schematic design to clearly communicate the technical requirements of the workplace. In addition to using these as a means to review space needs and technology layouts with the client team, these are utilized for coordination purposes with the engineers and consultants.

SECTION	DESCRIPTION	STATUS
WET ROOM LAB	WET ROOM LAB	NO
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
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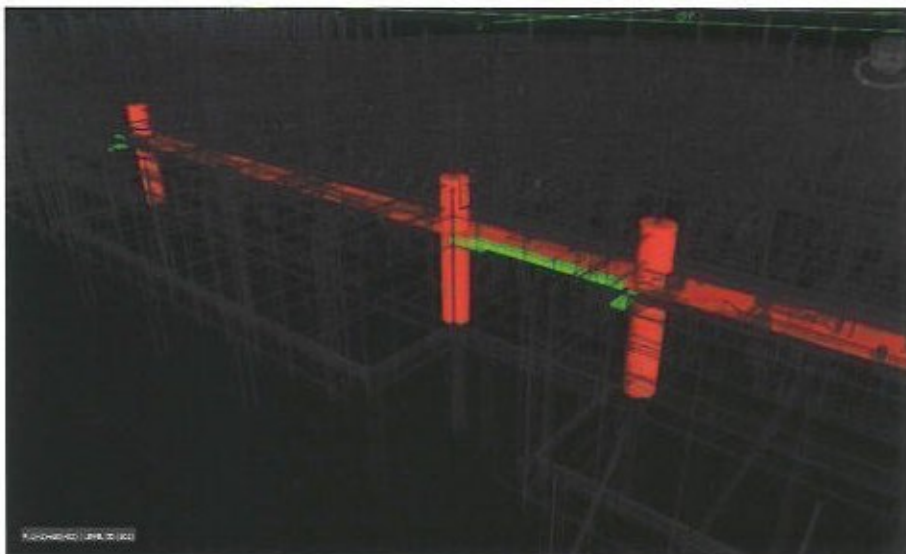
SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

SECTION	DESCRIPTION	STATUS
ACCOMMODATION	ACCOMMODATION	NO
LABORATORY	LABORATORY	NO
MECHANICAL	MECHANICAL	NO
ELECTRICAL & TELECOM	ELECTRICAL & TELECOM	NO
PLUMBING	PLUMBING	NO
FINISHES	FINISHES	NO
SECURITY	SECURITY	NO
ROOM TYPE TAG	ROOM TYPE TAG	NO

← Room Data Sheets are created to communicate utility needs, room layout, casework, equipment locations and clearances. These are utilized alongside equipment tracking lists for coordination and communication.

Digital Tools

→
Navisworks is used for clash detection. A report is created and reviewed during coordination meetings to discuss conflicts and assign responsibility to resolve the issue.



Throughout the course of design and documentation the entire design team will be utilizing BIM 360 so that the Revit models from Perkins&Will and all consultants will automatically update with the latest information. In addition to model sharing and weekly coordination meetings, we also utilize programs such as Navisworks for clash detection in order to reduce RFI's and Change Orders during construction.

Perkins&Will has a long standing reputation for thoroughness and accuracy with respect to our construction documents and technical expertise. Our structured approach to QA/QC is in alignment with that of AECOM and reviews are completed concurrently followed by a team meeting to discuss concerns. These reviews occur at 90% of Schematic Design and Design Development and at the 50% and 90% points of the Construction Documents phase. In order to ensure quality, accuracy, and progress for all of our design documentation focus on:

- Problem identification and solution; constructability
- Code compliance
- Clarity and bid-ability of documents
- Coordination of documentation

- Completeness of documentation
- Technical accuracy
- Real-world experience on implementation relating to everything from functional tolerances to lead times and typical substitutions.

As soon as the contractor is on board, we recommend a series of meetings for a thorough review of the documents. Working closely with the contractor is critical to the success of any project. In order to ease this communication and quick coordination, we find that having a significant on-site presence throughout construction administration aids in team building and quick turn-around of issues when they do arise.

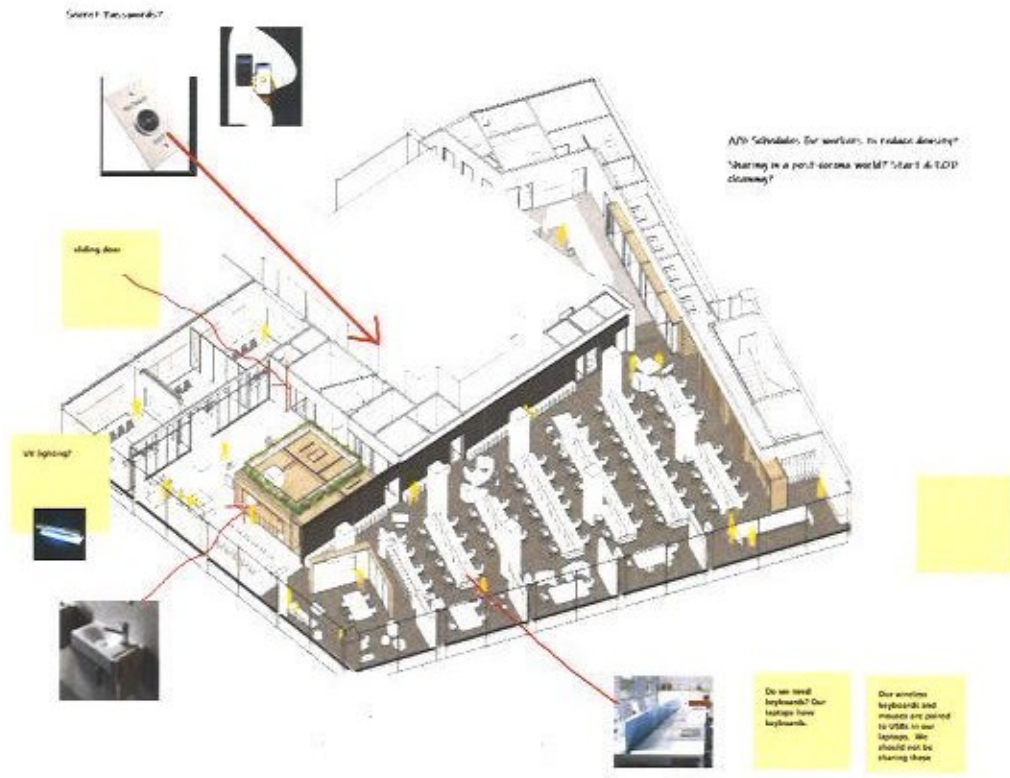
Perkins&Will

Digital Tools

Virtual Engagement Tools

Collaboration is essential to our work. As we transitioned to a remote work environment, we developed a Virtual Toolkit for Engagement that has kept us working and collaborating real-time with our clients.

03_SCORECARDS



← Software like Teams, Miro and Nureva allow images and floorplans to be uploaded.

c. Describe software and other technology utilized in delivery of services offered.

Our BIM Approach

At the start of each project, we develop a customized BIM plan that clarifies the intended uses of the model and outlines the responsibilities of each team member. We also establish the protocols for data exchange among all involved, including contractors. This shared approach allows the information to be maintained and used by the design and construction teams wherever they may be. The BIM plan defines the following items:



Finisar, Shearman, Texas



Frito Lay, Plano, Texas

Model Use

How the model will be utilized at each stage of the project's design and construction.

Levels of Development

The level of component modeling detail for each phase, along with each team member's duties.

Collaboration and Communications Protocols

How, when, and what kind of electronic information will be exchanged.

Analysis Plan

The areas this model will analyze and with which additional platforms it will work.

Non-Graphic Data

Specific information that will be extracted from the model, such as area tabulations and equipment lists

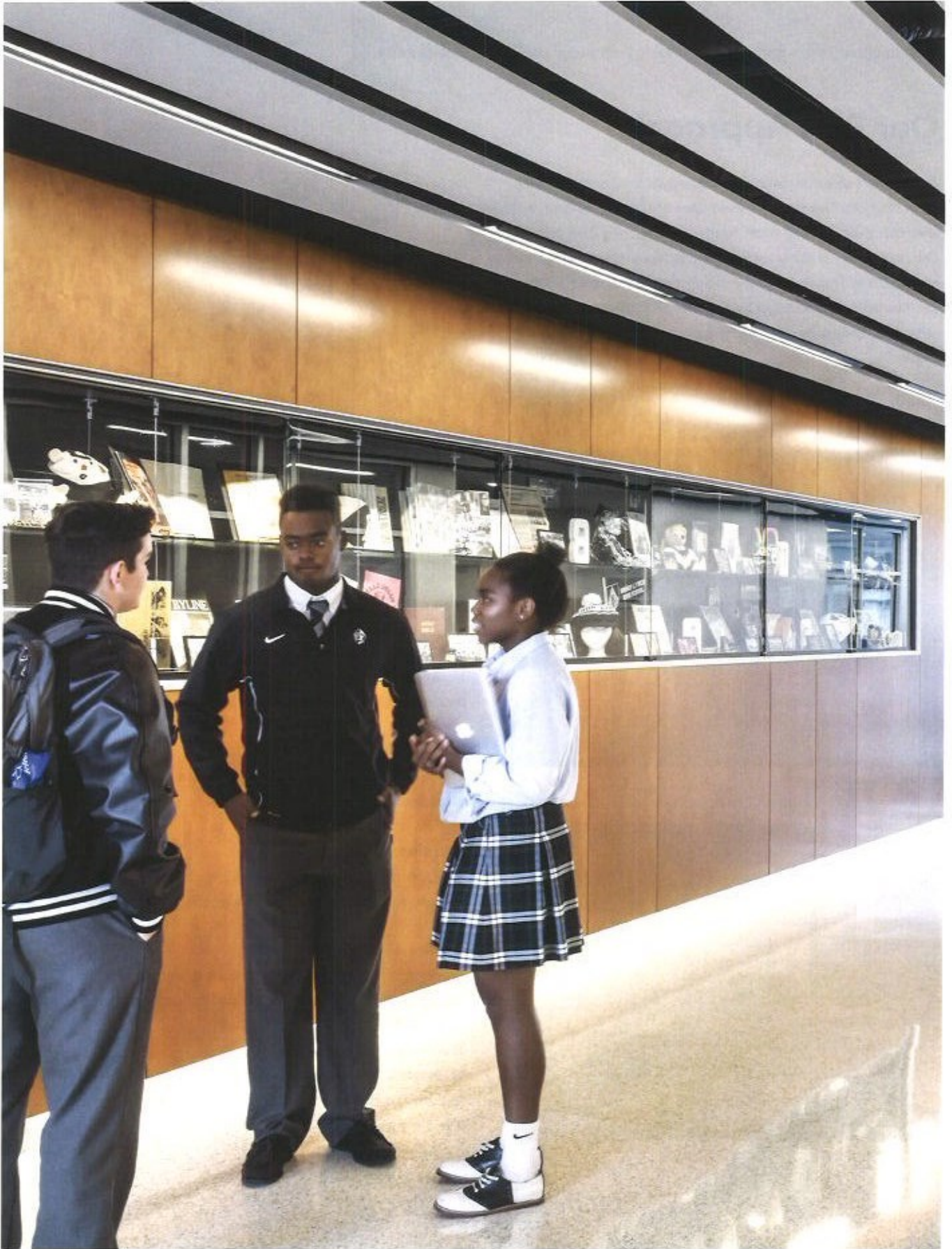
Quality Assurance

Procedures that will be put in place to ensure the model contains the information appropriate for the project's design.

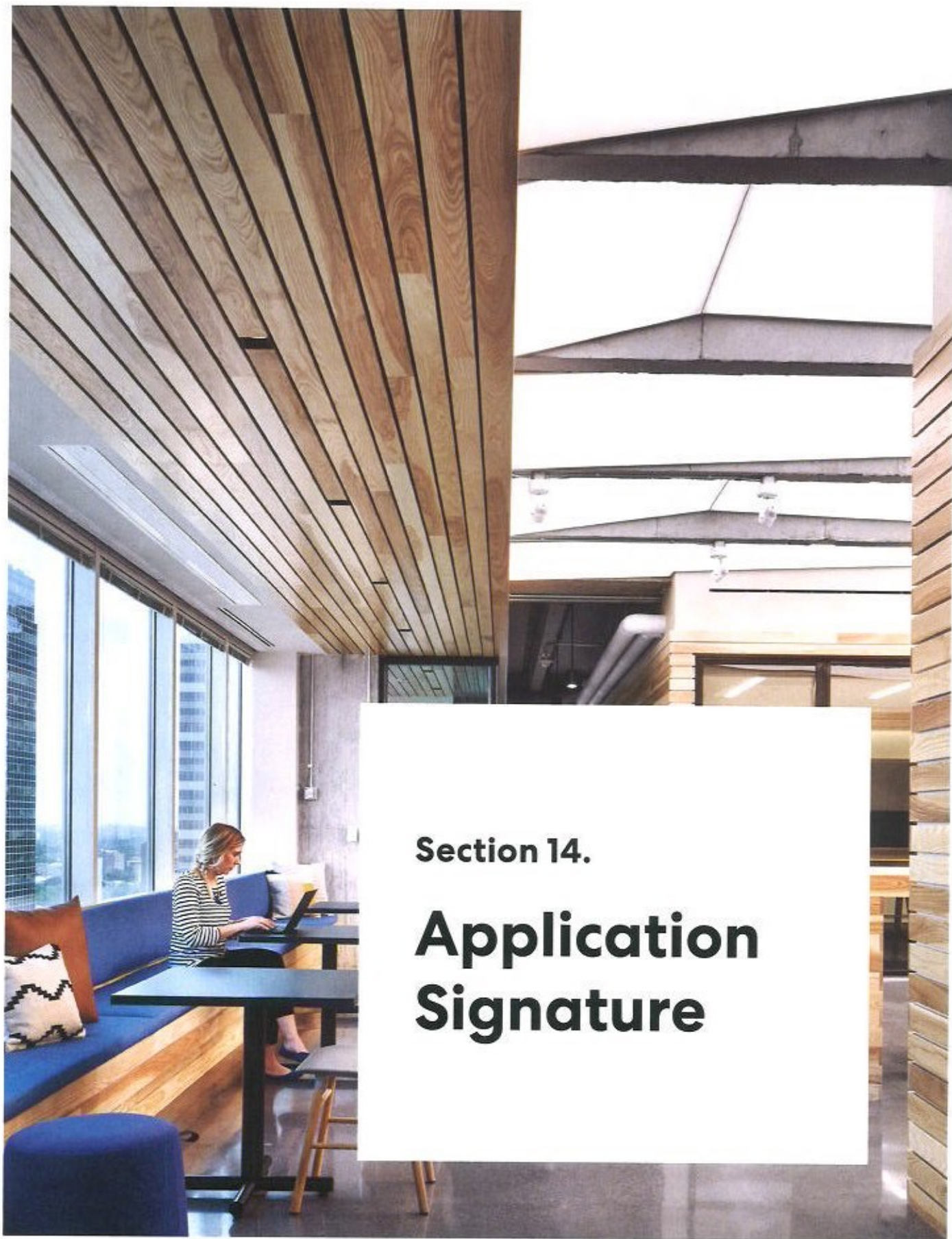
Technology Infrastructure

Hardware, software, and network infrastructure that will be required to execute the plan and maintain the common data environment.

Perkins&Will



Bishop Lynch High School, Dallas, Texas



Section 14

Section 14.

**Application
Signature**

Application Signature



Pulaski Technical College Performing Arts, North Little Rock, Arkansas

Until a contract resulting from this process is executed, no employee, agent or representative of any professional services provider shall make available or discuss its proposal with the media in any form, electronic or printed, any appointed official or officer of the School, or any employee, agent or other representative of the School, unless specifically allowed to do so by the School.

The information contained herein is true and accurate to the best of my knowledge. By signing below, the firm agrees to allow the School to check references given and that the information regarding the size and scope of each project is accurate. Further, the signature below certifies that this Qualification Statement has been completed with no consultation, collaboration or conversation with other firms competing on the same project.

Courtney Johnston
NAME (Please print or type)

Managing Principal
TITLE

January 15, 2021
DATE


SIGNATURE

**2218 Bryan Street
Suite 200
Dallas, TX 75201**

Perkins&Will