

CONSENT ITEM 1

**Proposed Regular Meeting
Dates SY2020-2021**



ILTexas Proposed Regular Board Meeting Schedule August, 2020 through June, 2021

August 19, 2020	Third Wednesday
September 16, 2020	Third Wednesday
October 21, 2020	Third Wednesday
November 18, 2020	Third Wednesday (<i>week before Thanksgiving break</i>)
December 16, 2020	Third Wednesday (<i>week before Winter break</i>)
January 27, 2021	Fourth Wednesday
February 17, 2021	Third Wednesday
March 31, 2021	Fourth Wednesday
April 21, 2021	Third Wednesday
May 19, 2021	Third Wednesday
June 16, 2021	Third Wednesday

Board Meeting dates appear **bold, red, underlined** on the calendar on the next page.



INTERNATIONAL LEADERSHIP OF TEXAS

Others Before Self • Otros Antes De Uno Mismo • 先人后己

2020 - 2021 Calendar / Calendario / 日历

FIRST SEMESTER

81 days
Aug 13 - Nov 23
Nov 30 - Dec 18

SECOND SEMESTER

88 days
Jan 5 - Mar 12
Mar 22 - May 20

Get in Touch

- www.iltexas.org
- /iltexasSchools
- /il_texas
- /iltexas

August/Agosto/八月 2020							September/Septiembre/九月 2020							October/Octubre/十月 2020							November/Noviembre/十一月 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
						1			1	2	3	4	5					1	2	3	1	2	3	4	5	6	7
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10	8	9	10	11	12	13	14
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17	15	16	17	18	19	20	21
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24	22	23	24	25	26	27	28
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31	29	30					
30	31																										
Aug 3-12: PD Days Aug 13: First Grading Period Starts/ First Day of School							Sept 7: Labor Day Sept 18: First Grading Period Ends Sept 21: Data/PD Day Sept 22: Second Grading Period Starts							Oct 9: PD Day Oct 12: Fall Break Oct 13: Parent Conferences Oct 30: Second Grading Period Ends							Nov 2: Data/PD Day Nov 3: Third Grading Period Starts Nov 23-27: Thanksgiving						
December/Diciembre/十二月 2020							January/Enero/一月 2021							February/Febrero/二月 2021							March/Marzo/三月 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
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6	7	8	9	10	11	12	3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
13	14	15	16	17	18	19	10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
20	21	22	23	24	25	26	17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
27	28	29	30	31			24	25	26	27	28	29	30	28							28	29	30	31			
							31																				
Dec 18: Third Grading Period Ends Dec 21-Jan 3: Winter Break							Jan 4: Data/PD Day Jan 5: Fourth Grading Period Starts Jan 18: MLK Day							Feb 11: Fourth Grading Period Ends Feb 12 - 15: Data/PD Day Feb 16: Fifth Grading Period Starts							Mar 15-19: Spring Break						
April/Abril/四月 2021							May/Mayo/五月 2021							June/Junio/六月 2021							July/Julio/七月 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1			1	2	3	4	5						1	2	3
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
							30	31																			
Apr 2: Bad Weather Day #1 Apr 9: Fifth Grading Period Ends Apr 12: Data/PD Day Apr 13: Sixth Grading Period Starts							FYI - May 14: Last day of STAAR May 20: Sixth Grading Period Ends/ Last Day of School May 21: Records Day / Bad Weather Day #2 FYI - May 31: Memorial Day																				

Teacher PD-Data Days/ Student Holidays

- Aug 3-12.....PD/Data
- Sept 21.....PD/Data
- Oct 9-13.....PD/Fall Break
- Nov 2.....PD/Data
- Jan 4.....PD/Data
- Feb 12-15.....PD/Data
- Apr 12.....PD/Weather
- May 21.....Records/Weather

Student/Teacher Holidays

- Sept 7.....Labor Day
- Oct 12.....Fall Break
- Nov 23-27.....Thanksgiving
- Dec 21-Jan 3.....Winter Break
- Jan 18.....MLK Day
- March 15-19.....Spring Break
- Apr 2.....Weather Day 1
- May 31.....Memorial Day

- Grading Period Start/End
- Flex Days/Self-selected PD

- Student/Teacher Holidays
- Data/PD Days (Student Only Holidays)



2021 Modified Summer Schedule
Summer office hours June 7 - 18
M-Th 7:30 - 5:00
F 8:00 - 12:00
Office Closed June 21 - July 13
*Regular Hrs Resume July 14, 2021

MISSION STATEMENT
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.

CONSENT ITEM 2
2020-2021 ILTexas
Employee Handbook

International Leadership of Texas Employee Handbook



2020-2021

ILTexas Board Approved
Approved June 17, 2020

The Board of Directors of International American Federation, Inc. authorizes the Superintendent or its designee to make administrative amendments to this Handbook, as deemed necessary, without further Board approval.

Welcome to International Leadership of Texas.

Thank you for being part of our team.

As an employee of International Leadership of Texas (“ILTexas”), you are part of a team that is dedicated to our mission:

“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.”

Everything we do and every action each of us takes is to support that mission by, in turn, supporting our students, their parents, our teachers and other staff. There are two types of employees here at ILTexas – Teachers and those who support teachers. I and every other employee who are not in a classroom daily teaching students are here in ILTexas for only one reason and that is to support the teachers.

Our motto at ILTexas is “Others Before Self”. It means looking out for the other person, it means to treat others like you would want to be treated, it means not turning the other way when you see someone not being treated right and it means not just standing there in front of others when someone else is speaking ill of or making inappropriate comments about another person. Each of us has to look out for the welfare of others.

I only have three expectations and they are to “Be on Time, Be Responsible, and Be Respectful”.

Be on Time. If you are 5 minutes early, then you are late. Punctuality is very important, and it reflects not being responsible and not being respectful of other people’s time. Additionally, Be on Time also means that deadlines are to be met. If you need more time or don’t fully understand the task, ask and ask several days before the task is due and not the day before the task is due.

Be responsible in everything that you do. You are responsible for everything that you do or that you fail to do. If you don’t understand something, it is your responsibility to ask questions and get answers from your supervisor and your supervisor’s supervisor as necessary to get full clarity and understanding. This also means that “if you hear something, say something; if you see something, say something.” If your concern has anything to do with the safety of a child, even if you are not sure, even if it is just something that makes you uneasy that something just does not seem right, then you have exactly one hour (sixty minutes) to report your concern to your Principal or the Chief Legal Officer or me (817) 946-4350 cell. You are legally morally and ethically responsible for speaking up and asking questions and you will be held accountable if you don’t.

Finally, Be Respectful. I expect the students to be respectful of each other and of the adults but I also expect adults to be respectful to the students and believe it or not, respectful to each other. This means that if someone is rubbing you the wrong way, you must first “Presume Positive Intent” and first seek clarity by asking “Help me understand” questions. If you are the other person, you are responsible for “Presuming Positive Intent” as well and not get upset when someone is asking you “Help Me Understand”. Basic respect of each other is a culture at ILTexas that all of us are responsible for nurturing and creating. In an attempt to provide you with a safe and respectful way to reach out to your chain of command we provide you the expectation that if you need help with something within the next seven days or so, you text or email your supervisor a GREEN FLAG issue. If you need help or a

response within 48-72 hours, text or email your supervisor a YELLOW FLAG with the issue. If you need immediate help that must be done now within 24 hours, then text RED FLAG and follow up with a RED FLAG if you have time. All supervisors and above are taught that they should get back with you immediately if possible and no later than 24 hours.

Here is the next important thing. If they get back with you and their response or answer is not satisfactorily answering your question or concern nor addressing your needs, then it is your responsibility to thank them but then you must raise your concern to the next higher level and keep doing this up the chain of command every 24 hours that your concern is not adequately or satisfactorily addressed all the way until your issue gets to me. Eddie Conger (817) 946-4350 cell or email ECONGER@ILTexas.org. You are that important to me and my expectation of every leader between you and me is that you are just that important to them as well.

At ILTexas we operate in the classroom and out of the classroom using the four R's: Relationships, Relevance, Rigor, and Results.

Reread the page above. You will see “servant leadership”, “Character”, “Others Before Self”, “Respect”, “Presume Positive Intent” and all of these are to be used to promote positive healthy relationships with everyone – students, parents, teachers, staff, and everyone we come in contact with on or off duty. Relationships, Relationships, Relationships!

Relevance to the mission, to the Texas Education Knowledge and Skills, to supporting the teachers, and supporting your team to support the campuses.

Rigor. The instruction should be rigorous in order to challenge the student in a way that engages and encourages them to explore beyond what they are expected to learn. And the rest of us who are not teachers, we should engage our work with the rigor to get the job done and to do it well. To find ways to do our jobs more efficiently and more effectively. Have a bias for action, don't wait for things to happen, make them happen.

Results. At the end of the day, the parents are not sending their kids to us just to be baby sat. They send them to us hoping that we really do mean what we say in our mission statement. The taxpayers of this great country are not giving us their hard-earned tax dollars so that we can punch a clock and collect a check. Each of us are here to do a job and to do it well. Results matter and we will all be individually and collectively held accountable for the results.

Finally, as a Marine, I'm always reminded of something that President Ronald Reagan said when he spoke of Marines.

Some people go through an entire lifetime and wonder if they have ever made a difference in the world. But the Marines don't have that problem...

At ILTexas, I don't think you should have that problem either. If you are teaching or if you are supporting teachers or cutting grass or doing paperwork or any of the other jobs at ILTexas, you are part of a team that truly is unlike any other education system in America. You are part of an effort that “prepares our students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering English, Spanish, and Chinese, and strengthening the mind, body and charter.” You are empowering kids who will grow up and will change the world.

Thank you for choosing to be part of the ILTexas family; now for the fine print legalese:

This handbook contains information about ILTexas' employment policies and practices. We have designed our employment policies and practices not only to comply with federal and state employment laws, but also to attract, develop, and reward talented educators, administrators, support staff, and leaders.

This handbook supersedes all previously issued handbooks and is a valuable reference for understanding your job at ILTexas. Each employee is expected to read this handbook carefully and know and abide by the policies outlined herein as revised over time, throughout your employment. No oral statement or representations can change the provisions of this handbook. Nothing in this handbook creates an employment contract, constitutes a legally binding agreement, or alters your "at-will status" of employment in any way.

If you have any questions regarding the contents of this handbook or any other policy or procedure, please ask your Principal, supervisor, or the Human Resources Department.

Please sign the acknowledgement form agreeing to read and abide by the policies and procedures outlined in this handbook and return it to the Human Resources Department. This acknowledgement will also provide ILTexas with a record that each employee has been provided access to an online version of this handbook and/or has received instructions on how to obtain a printed copy of the handbook.

With the utmost respect,



Eddie Conger, Founder/CEO/Superintendent

ECONGER@ILTexas.org

(817) 946-4350 cell

ACKNOWLEDGEMENT OF RECEIPT OF HANDBOOK

Name: _____

Campus/Department: _____

The purpose of this handbook is to provide information that will help with questions and pave the way for a successful year at ILTexas. Not all school or Board policies and procedures are included, and the information, policies, and benefits described in this handbook are subject to change at any time. Such changes will generally be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. I understand that I may request a copy of this handbook by email from my Principal or office manager and that a paper copy of the handbook is located in the main office. Only the Board of Directors has the ability to adopt any revisions to the policies in this handbook.

Furthermore, I understand that this handbook is neither a contract of employment nor a legally binding agreement. I accept the terms of the handbook and understand that it is my responsibility to comply with the policies contained in this handbook and any revisions made to it. I further agree that if I remain with ILTexas following any modifications to the handbook, I thereby accept and agree to such changes. Finally, in the event of any inconsistency between the information, policies, and benefits described in the handbook and in my letter of agreement, the information, policies, and benefits described in the "Letter of Agreement" shall control.

I have received my copy of the 2020–2021 ILTexas Employee Handbook on the date listed below. In signing the Acknowledgment of Receipt below, I also acknowledge my understanding that I am responsible for reading the entire handbook.

Employee Signature

Date

NOTE: You must sign and date this form within three days of receipt and return to the Human Resources Department.

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PART 1: INTRODUCTORY INFORMATION

1.1 Mission

Our mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind and character.

1.2 Motto

“Others Before Self”

1.3 ILTexas Student Pledge

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

PART 2: EQUAL OPPORTUNITY EMPLOYMENT PRACTICES

2.1 Non-Discrimination Statement/Equal Employment Opportunity

ILTexas does not discriminate against any employee or applicant for employment because of race, color, national origin, religion, sex or gender, disability, military or veteran status, genetic information, age, or any other basis prohibited by law as required by Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Titles I and V of the Americans with Disabilities Act of 1990, as amended (“ADA”); the Age Discrimination in Employment Act of 1967, as amended (“ADEA”); Section 504 of the Rehabilitation Act of 1973, as amended; the Genetic Information Nondiscrimination Act of 2008 (“GINA”); and any other legally-protected classification or status protected by federal, state, or local law. Additionally, ILTexas does not discriminate against an employee or applicant who acts to oppose such discrimination or participates in the investigation of a complaint related to an alleged discriminatory employment practice. Employment decisions will be made on the basis of each individual’s job qualifications, experience and abilities, and the needs of ILTexas, in accordance with applicable federal and state law.

We are committed to providing an inclusive and welcoming environment for all members of our staff, volunteers, subcontractors, and vendors.

Employees can raise concerns and make reports without fear of reprisal. Employees with questions or concerns relating to equal employment opportunity, including discrimination and disability accommodations, are encouraged to bring these issues to the attention of an ILTexas administrator or the

designated Title VII/Title IX, ADA, or ADEA Coordinator.

ILTexas has designated the following person as the Title VII/Title IX Coordinator, ADA Coordinator, and ADEA Coordinator: Chief Legal Officer, 1820 N. Glenville Dr., Ste. 100, Richardson, Texas 75081, 972-479-9078.

The Chief Legal Officer is responsible for receiving and investigating complaints of alleged discrimination or harassment on the basis of race, color, national origin, religion, sex or gender, or sexual harassment; alleged discrimination or harassment on the basis of disability; and receiving and investigating complaints of alleged discrimination or harassment on the basis of age.

All other complaints regarding equal employment opportunity may be directed to the Director of Human Resources.

2.2 Federal and State Worksite Postings

Required state and federal postings are found at each ILTexas facility. The following postings can be found in an area common to all employees at their facility: Employee Rights Under the Fair Labor Standards Act; Job Safety and Health: It's the Law; Employee Rights and Responsibilities Under the Family and Medical Leave Act; Equal Employment Opportunity is the Law; Your Rights Under USERRA; Employee Polygraph Protection Act Notice (EPPA); Texas Payday Law; Texas Whistleblower Act Notice; Unemployment & Payday Law; Notice to Employees Concerning Workers' Compensation in Texas; and the Texas Hazard Communication Act Notice to Employees. Postings are in both English and Spanish for all employees to read.

2.3 Immigration Law Compliance

ILTexas is committed to employing only United States citizens and aliens who are authorized to work in the United States and does not unlawfully discriminate on the basis of citizenship or national origin.

Employees with questions or seeking more information on immigration law issues are encouraged to contact the Chief Legal Officer, 1820 N. Glenville Dr., Ste. 100, Richardson, Texas 75081, 972-479-9078. Employees may raise questions or complaints about immigration law compliance without fear of reprisal.

2.4 Nondiscrimination Based on Religion

ILTexas does not discriminate on the basis of any aspect of religious observance, practice, or belief unless the school demonstrates that it is unable to reasonably accommodate the religious observance or practice of an employee or applicant without undue hardship to ILTexas' business.

2.5 Nondiscrimination Based on Military Service

ILTexas will not deny initial employment, reemployment, retention in employment promotion, or any benefits of employment on the basis of membership in a uniformed service, performance in a uniformed service, application for uniformed service, or obligation to a uniformed service.

ILTexas will not take adverse employment action or discriminate against any person who takes action to enforce protections afforded by the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA").

2.6 Americans with Disabilities Act (ADA)

ILTexas is committed to complying fully with the ADA, as amended, and ensuring equal opportunity in employment for qualified persons with disabilities (which includes life-threatening illnesses and HIV and AIDS). All employment practices and activities are conducted on a non-discriminatory basis.

Hiring procedures have been reviewed and provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position.

Reasonable accommodation is available to all qualifying disabled employees, where their disability affects the performance of job functions, in accordance with the ADA.

Qualified individuals with disabilities shall not be discriminated against on the basis of disability in regards to recruitment, advertising, job application procedures, hiring, upgrading, promotion, demotion, transfer, layoff, termination, right of return from layoff, rehiring, rates of pay, or any other form of compensation and changes in compensation, benefits, job assignments, job classifications, organizational structures, position descriptions, lines of progression, seniority lists, leaves of absence, sick leave, any other leave, fringe benefits available by virtue of employment, selection and financial support for training, school-sponsored activities, including social and recreational programs, and any other term, condition, or privilege of employment.

ILTexas does not discriminate against qualified employees or applicants because they are related to or associated with a person with a disability.

2.7 Nondiscrimination Based on Genetic Information (GINA)

ILTexas will not deny initial employment, reemployment, retention in employment promotion, or any benefits of employment on the basis of genetic information including information about an individual's genetic tests and the genetic tests of an individual's family members, as well as information about the manifestation of a disease or disorder in an individual's family members.

PART 3: EMPLOYMENT PRACTICES

3.1 At-Will Employment

Employment with ILTexas shall be at-will unless a term of employment is expressly stated in a written contract. **At-will employment means that an employee may be terminated with or without cause, with or without prior notice, at any time, for any reason or for no reason. Similarly, employment with ILTexas is voluntarily entered into, and employees are free to resign at any time, with or without cause or notice.**

Status as an at-will employee may not be changed except in writing signed and approved by the Board of Directors. Employment at-will is the sole and entire agreement between ILTexas and you concerning the duration of your employment, and the circumstances under which your employment may be terminated.

Nothing in this handbook is to be construed as creating an employment contract or agreement. No one other than the Board of Directors has the authority on behalf of ILTexas to alter an employee's at-will employment arrangement, to enter into an agreement for employment for a specified period of time, or to make any agreement contrary to this policy, and any such agreement must be in writing and must be signed

by the Board of Directors.

3.2 Verification of Employment Eligibility

Prior to the start of employment, ILTexas shall confirm the employment eligibility of all new hires by examination of documents establishing identity and employment authorization and completion of the Federal Form I-9 required by the Department of Homeland Security. Each new employee, as a condition of employment, must complete a Federal Form I-9 and present appropriate documentation establishing identity and employment eligibility.

All former employees who are rehired must also complete the form if they have not completed an I-9 with ILTexas within a timeframe established by Human Resources (generally three years after the date of hire or one year after employment is terminated, whichever is later), or if their previous I-9 is no longer retained or valid.

3.3 New Hire Reporting

Federal and state law requires ILTexas to provide information about all new or rehired workers to the Employer New Hire Reporting Operations Center in the Texas Office of the Attorney General.

3.4 New Hire Orientation

Each new employee experiences an orientation period during the first 90 days of employment. During this time, the Principal or the employee's immediate supervisor will provide training, guidance, feedback regarding performance, and an explanation of benefits, services, rules, safety training, and other information that is helpful to the new employee. At the end of the initial orientation period, the Principal or supervisor may conduct a performance evaluation.

3.5 In-Service Training

ILTexas provides an ongoing in-service education program for all employees. Attendance at in-service training meetings is mandatory.

3.6 Criminal History Records

ILTexas will obtain criminal history records from a law enforcement or criminal justice agency for all prospective volunteers and applicants for employment as required by Chapter 22 of the Texas Education Code prior to employment or the commencement of volunteer service. Additionally, as allowed by state law, criminal history checks of employees (or volunteers whose duties are performed where students are regularly present) may be obtained at any time during employment or volunteer services.

Criminal history records must also be obtained and reviewed prior to the employment of any driver for student transportation either directly or through a commercial service. Criminal history checks of a bus monitor or bus aide employed through a commercial service must be obtained and reviewed through a commercial service. The Board of Directors shall be informed of a criminal record of a felony or misdemeanor involving moral turpitude and must affirmatively vote to employ such driver, monitor, or aide affiliated with a commercial service.

Information collected on an individual to comply with the requirements listed above is confidential and may not be released except as authorized by law or with the consent of the person who is the subject of the

information.

All employees and applicants must complete the Authorization for Criminal History Background Check form accompanying this Handbook.

Additionally, prior to the start of employment, applicants must complete the Pre-Employment Affidavit form, as published by the Texas Education Agency, disclosing whether the applicant has been charged with, adjudicated for, or convicted of having an inappropriate relationship with a minor.

3.7 Prohibition Against Employing Individuals Convicted of Certain Offenses

ILTexas may not hire an individual who is prohibited from serving as an officer or employee of an open-enrollment charter school under Texas Education Code § 12.120(a). Additionally, ILTexas shall discharge or refuse to hire an employee or applicant for employment if it obtains information through a criminal history review that:

1. The employee or applicant has been convicted of or placed on deferred adjudication community supervision for an offense for which a defendant is required to register as a sex offender under Chapter 62, Code of Criminal Procedure; or
2. The employee or applicant has been convicted of:
 - a. A felony under Penal Code Title 5, if the victim of the offense was under 18 years of age at the time the offense was committed, or
 - b. An offense under the laws of another state or federal law that is the equivalent to an offense under item 1 above (relating to registration as a sex offender).

However, ILTexas may not be required by law to discharge or refuse to hire an employee or applicant if the person committed an offense under Title 5 of the Texas Penal Code and:

1. The date of the offense is more than 30 years before:
 - a. June 15, 2007 in the case of an employee's employment by ILTexas as of that date; or
 - b. The date the applicant's employment will begin, in the case of a person applying for employment with ILTexas after June 15, 2007; and
2. The employee or applicant for employment satisfied all terms of the court order entered on conviction

ILTexas may make employment decisions in accordance with its policy regarding employment of personnel with criminal histories (or arrested or charged with a criminal offense). ILTexas' policy regarding employment of personnel with criminal histories is as follows:

As allowed by Commissioner of Education rule, a person may not serve as an ILTexas officer or employee if the person has been convicted of:

1. A misdemeanor involving moral turpitude or any felony;
2. An offense listed in Texas Education Code § 37.007(a); or
3. An offense listed in Code of Criminal Procedure, Article 62.001(5).

ILTexas shall also discharge or refuse to hire a person listed on the registry of persons not eligible for employment in public schools, as maintained and made available by the Texas Education Agency.

ILTexas may discharge an employee if it obtains information of the employee's conviction of a felony or misdemeanor involving moral turpitude that the employee did not disclose to ILTexas or the State Board for Educator Certification ("SBEC").

Except as required by state or federal law or as determined by ILTexas to be in the best interest of student and employee safety (and in accordance with law), ILTexas does not automatically prohibit employment or refuse to consider an application for employment solely on the grounds that an applicant/employee has a prior criminal record. ILTexas does not prohibit employment or refuse to consider an application for employment based solely on the grounds that the applicant/employee has been arrested. Instead, ILTexas reviews these circumstances on a case-by-case basis and in accordance with applicable law.

ILTexas reserves the right to perform criminal history record checks on current employees.

3.8 Fingerprinting

In accordance with state law, ILTexas requires all employees and substitutes to complete the fingerprinting process implemented by the SBEC/Texas DPS Clearinghouse prior to employment.

3.9 Arrest & Conviction Occurring after Employment Begins

An employee must notify his or her Principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty pleas, or other adjudication of the employee for any felony and/or any other offenses as indicated below:

- Crimes involving school property or funds;
- Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
- Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
- Crimes involving moral turpitude.

Moral turpitude includes, but is not limited to: (a) dishonesty; (b) fraud; (c) deceit; (d) theft; (e) misrepresentation; (f) deliberate violence; (g) base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor; (h) crimes involving any felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance; (i) felonies including driving while intoxicated; and (j) acts constituting abuse or neglect under SBEC rules. If an educator is arrested or criminally charged, the Superintendent is also required to report the educator's criminal history to the Division of Investigations at TEA.

The requirement to report an arrest, indictment, conviction, no contest or guilty pleas, or other adjudication after employment begins shall not apply to minor traffic offenses. However, a first offense of DWI or DUI must be reported if the employee drives or operates (or is authorized to do so) an ILTexas vehicle or other mobile equipment.

Failure to timely report the items listed in this section may result in disciplinary action, up to and including termination.

An arrest, indictment, conviction, no contest or guilty plea, or other adjudication after employment begins may not be an automatic basis for termination, unless the circumstances make the employee ineligible for employment in a Texas public school. ILTexas shall consider the following factors (or other appropriate

considerations as deemed by ILTexas) in determining what action, if any, should be taken against an employee who reports a criminal history during employment with ILTexas:

- The nature of the offense;
- The date of the offense;
- The relationship between the offense and the position to which the employee is assigned; and
- The best interests of ILTexas and its students, staff, and community.

3.10 Fair Credit Reporting Act

ILTexas may utilize consumer reports – e.g., credit, criminal, employment references and Department of Public Safety reports to assist us in making employment decisions. In addition, ILTexas may conduct annual driving record checks to verify that the licenses and driving records of those employees required to drive ILTexas owned vehicles are valid and acceptable to our insurance carrier.

Where required by applicable law, prior to running any of the above-mentioned checks/records, each employee will be provided any required notice form(s) and must sign an authorization form at the time of the initial job interview or prior to being extended an offer of employment. Refusal to sign such authorization is grounds for disqualification from employment with ILTexas. Continued employment is also expressly conditioned on satisfactory results from legally authorized or required record and background checks.

In the event ILTexas relies on a “consumer report” for an “adverse action” as defined by the Fair Credit Reporting Act and regulation – i.e., denying a job application, reassigning or terminating an employee, or denying a promotion – ILTexas will take the following action(s):

Step 1: Before taking adverse action, the employee will be provided a pre-adverse action disclosure that includes a copy of the individual’s consumer report and a copy of “A Summary of Your Rights Under the Fair Credit Reporting Act” – a document prescribed by the Federal Trade Commission.

Step 2: After taking an adverse action, the employee will be provided notice – either orally, in writing, or electronically – that the action has been taken. This notice will include:

- The name, address, and telephone number of the Credit Reporting Agency (“CRA”) that supplied the report;
- A statement that the CRA supplying the report did not make the decision to take the adverse action, and cannot give specific reasons for it; and
- A notice of the individual’s right to dispute the accuracy or completeness of any information the agency furnished, and his or her right to an additional free consumer report from the agency upon request within 60 days.

The employee will be given a reasonable time period to refute the information. However, it is ultimately the decision of ILTexas as to what action is taken.

3.11 Reporting an Educator’s Misconduct

The Superintendent shall promptly notify the SBEC by filing a written report (within seven days of first learning about an alleged incident of misconduct) with the Texas Education Agency upon obtaining knowledge or information indicating any of the following circumstances:

1. That an educator, applicant for, or holder of an educator’s certificate has a reported criminal history, and ILTexas learned of the criminal record by means other than the criminal history clearinghouse established by the Texas Department of Public Safety.
2. That an educator or certificate holder was terminated and there is evidence that the educator:
 - a. Abused or otherwise committed an unlawful act with a student or minor;
 - b. Was involved in a romantic relationship or solicited or engaged in sexual conduct with a student or minor;
 - c. Possessed, transferred, sold, or distributed a controlled substance;
 - d. Illegally transferred, appropriated, or expended school property or funds;
 - e. Attempted by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle the individual to be employed in a position requiring such a certificate or permit or to receive additional compensation associated with a position; or
 - f. Committed a crime or any part of a crime while on school property or at a school-sponsored event.
3. That a certificate holder resigned, and reasonable evidence supported a recommendation to terminate the individual because he or she committed one of the acts specified in paragraph 2 above.
4. That an educator engaged in conduct that violated the assessment instrument security procedures established by Education Code 39.0301.

Additionally, the Principal shall promptly notify the Superintendent within seven days of obtaining knowledge or information of (1) an educator’s termination of employment or resignation following an alleged incident of misconduct described in items one, two, three, or four above; or (2) learning of an educator’s criminal record by means other than a criminal history clearinghouse report.

In accordance with state law, the Superintendent or designee must complete an investigation of an educator that involves evidence that the educator may have engaged in abuse or otherwise committed an unlawful act with a student or minor, or was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor, despite the educator’s resignation from employment before the completion of the investigation. If the educator is arrested and law enforcement requests that the school cease its investigation and the Superintendent or designee is unable to complete the investigation, the Superintendent is still required to timely report to SBEC that the investigation was interrupted at the request of law enforcement.

Pursuant to Education Code § 21.006(c-2), the Superintendent may not be required to notify SBEC or file a report with SBEC if the Superintendent completes an investigation into the alleged incident of misconduct **before** the educator’s termination or resignation (not after) and the Superintendent determines the educator did not engage in the alleged incident of misconduct. The Superintendent should seek legal counsel before making any such determination, and if there is any doubt or concern, err on the side of reporting to SBEC.

ILTexas shall provide notice to the parent or guardian of a student with whom an educator is alleged to have engaged in misconduct in accordance with state law. ILTexas shall also notify the Board of Directors and the educator of the filing of the report.

3.12 Reporting Employee Misconduct (Non-Educators)

In addition to any reporting requirements under Chapter 261 of the Texas Family Code, the Superintendent shall notify the Commissioner of Education, within seven business days, after knowing of a non-educator’s termination or resignation if:

1. A non-educator’s employment with ILTexas was terminated and there is evidence that the employee:

- a. Abused or otherwise committed an unlawful act with a student or minor; or
 - b. Was involved in a romantic relationship with or solicited or engaged in sexual contact with a student or minor; or
2. The employee resigned and there is evidence that the employee engaged in misconduct described above.

This reporting requirement applies to any person who is employed by ILTexas and who does not hold a certification or permit issued under Subchapter B, Chapter 21 of the Texas Education Code.

The Superintendent shall complete an investigation of an employee that involves evidence that the employee may have engaged in misconduct described above, despite the employee's resignation from employment before completion of the investigation.

Principals must notify the Superintendent within seven business days after the date of an employee's termination or resignation following an alleged incident of misconduct described above.

3.13 Assignment and Reassignment

All personnel are subject to assignment and reassignment by the Superintendent or designee, and may also be directed to perform additional or supplemental duties from time to time. Unless specifically required by applicable law or approved by the Board of Directors and/or the Superintendent, no additional financial compensation is provided for additional or supplemental duties. ILTexas' criteria for approval of campus appointments and reassignments will be consistent with school policy regarding equal opportunity employment.

Any employee may request reassignment to another position for which he or she is qualified by applying for the position at www.ILTexas.org. All interested employees who feel they meet a position's minimum qualifications are encouraged to apply. Selection is based on the school's needs and each individual's job qualifications, experience, and abilities and in accordance with applicable state and federal law. ILTexas reserves the right to select candidates from outside the school.

3.14 Transfers

Employees who are considering transferring to another campus or department must first notify their current Supervisor/Principal. Employees must be in good standing for the transfer to be approved. Good standing is defined as not actively being on any type of professional growth plan and/or not receiving any formal disciplinary actions in the 90 days prior to the transfer request. The employee's current manager is responsible for requests to Human Resources by the designated deadline. The receiving Supervisor/Principal must accept and sign off on the transfer.

Supervisors or Principals may request an interview and/or sample teaching lesson before a transfer request is approved. Employees selected for a transfer will receive notification from Human Resources.

Requests for transfer during the school year will be considered only when the change will not adversely affect students and after a replacement has been found. All transfer requests will be coordinated by Human Resources and must be approved by the sending and receiving hiring Supervisor/Principal.

3.15 Professional Development

ILTexas is committed to the professional development of all employees. For educators, ILTexas provides training before the start of the school year, on-site coaching and modeling throughout the school year, day-to-day instructional leadership, and access to external workshops. For non-instructional staff, ILTexas provides technical training before the start of the school year and throughout the year. To access this information please go to www.ILTexas.org and select the Curriculum, Instruction, and Assessment tab.

In addition, all employees are encouraged to pursue external professional development opportunities in the form of workshops or additional certification. Employees should talk with their supervisors about additional development opportunities and specific career paths. Supervisors must approve professional development before it is taken if time off will be required to attend the session/course.

3.16 Personnel Records

ILTexas maintains a personnel file on each employee. This file includes the employee's job application, resume, all new hire paperwork, records of training, documentation of performance appraisals and salary increases, and other employment records. The records housed in the Office of Human Resources are considered the official records for each employee.

All information in an employee's personnel file will be made available to the employee or his/her authorized representative in the same manner that public information is made available under the public information laws found in Texas Government Code Chapter 552.

An employee or his/her authorized representative has a special right of access, beyond the right of the general public, to information held by ILTexas that relates to the employee, and that is protected from public disclosure by laws intended to protect the employee's privacy interests. ILTexas may not deny to the employee or his/her authorized representative access to information relating to the employee on the grounds that the information is considered confidential by privacy principles under the Public Information Act. However, ILTexas may assert, as grounds for denial of access, other provisions of the Public Information Act or other laws that are not intended to protect the employee's privacy interests.

If ILTexas determines that information in an employee's records is exempt from disclosure under an exception of Texas Government Code chapter 552, Subchapter C, other than an exception intended to protect the privacy interest of the employee or his/her authorized representative, it will, when required, submit a written request for a decision to the Attorney General of Texas before disclosing the information. ILTexas will release the information to the employee requesting the information in accordance with applicable law.

Employees who wish to review their own personnel file in Human Resources should contact the Director of Human Resources.

Many personnel records may also be public information and must be released upon request in accordance with state law. Pursuant to a written Open Records Request under the Texas Public Information Act, employees may choose to have the following personal information withheld from disclosure:

- Home Address,
- Phone number,
- Information that reveals whether they have family members, and
- Emergency contacts.

Please complete and return to the Director of Human Resources the “Texas Government Code § 552.024 Public Access Option Form” included with this handbook if you wish to opt-out and have the above-identified information “exempted” from disclosure under the Texas Public Information Act. New or terminated employees have 14 days after hire or termination to submit the form. A request to deny public access to personal information is effective only for public information requests made after the date the employee submits to the request to deny access. With respect to certain medical information protected by state and federal law and evaluation documents exempted from disclosure under State law, ILTexas will seek to exempt and protect such documentation from disclosure to the extent permitted by law.

3.17 Name and Address Changes

Employment records must be kept up to date. Employees must notify Human Resources if there are any changes or corrections to their name, address, telephone number, marital status, and emergency contact information. Name change notifications must be submitted with the employee’s new social security card depicting the employee’s new name.

3.18 Employment Applications

ILTexas relies upon the accuracy of information contained in the employment application, as well as the accuracy of other information presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions in this information or data may result in ILTexas’ exclusion of the individual from further consideration for employment or, if the person has been hired, termination from employment.

3.19 Minimum Qualifications for Principals and Teachers, and Notification to Parents Regarding Teacher Qualifications

ILTexas employs Principals, teachers and instructional staff members who are properly credentialed and qualified as may be required by state and federal law. Employment is contingent upon and subject to the employee submitting all required documentation in a timely and accurate manner and meeting all other employment requirements of ILTexas.

State law requires that ILTexas provide to the parent or guardian of each enrolled student written notice of the professional qualifications of the student’s classroom teachers. ILTexas will also provide this information upon request from a parent.

3.20 Health Safety Training

Certain employees (i.e., physical education teachers and coaches) who are involved in physical activities for students must maintain and submit to the Principal and Director of Athletics and Physical Fitness, proof of current certification in first aid, cardiopulmonary resuscitation (CPR), and the use of an automated external defibrillator (AED). Certification or documentation of training must be issued by the American Red Cross, the American Heart Association, the University Interscholastic League, or another organization that provides equivalent training and certification. Employees subject to this requirement must submit their certification to Supervisor and the Director of Athletics and Physical Fitness at the start of each school year and each time the employee is re-certified.

3.21 Conflicts of Interest

It is the goal of ILTexas to avoid creating or maintaining circumstances in which the appearance or possibility of favoritism, conflicts or management disruptions exist.

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This section of the handbook establishes only the framework within which ILTexas wishes to operate. ILTexas' framework is also guided by applicable state and federal law governing conflicts of interest and nepotism applicable to Texas open-enrollment charter schools and nonprofit tax-exempt entities.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of ILTexas' business dealings and operations.

No "presumption of guilt" is created by the mere existence of a relationship with an employee, contractor or vendor that may be a potential conflict of interest. However, employees are required to disclose in writing to ILTexas any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of ILTexas. This includes the following:

- A personal financial interest;
- A business interest;
- Any other obligation or relationship; or
- Non-school employment

Employees should contact their supervisor for additional information.

Nothing in this policy is meant to interfere with ILTexas' desire to encourage staff members to take part in civic, church, and other public services where opportunities to exhibit good citizenship are present.

Outside Employment

All employees must recognize that they owe a duty of loyalty to ILTexas. At all times when on duty, without regard to time or place, employees should devote their full attention to school business and their duties. Additionally, employees should not be engaged in outside employment that provides or could give rise to a conflict of interest or directly interferes with the employee's performance. Employees who wish to engage in any form of outside employment are required to disclose in writing to their immediate supervisor any outside employment and, if a potential or actual conflict of interest is present, have written permission from their immediate supervisor to engage in the outside employment. Supervisors will consider outside employment on a case- by-case basis and determine whether it should be prohibited because of a conflict of interest. Employees are prohibited from performing non-school work while on the job or using ILTexas equipment and/or supplies to perform non-school work.

Employment of Relatives and Fraternalization

ILTexas is committed to providing equal employment opportunities to its employees. Intimate relationships have the potential to interfere with ILTexas' ability to provide equal employment opportunities for its employees, and in some instances, may constitute sexual harassment or other unlawful discrimination. To minimize potential conflicts of interest, ILTexas strongly discourages its employees from entering into intimate relationships with other employees for which they have professional supervisory responsibility.

While relatives of employees may be employed by ILTexas in accordance with applicable law, a familial relationship among employees can also create an actual, or at least a potential, conflict of interest in the

employment setting, especially where one relative has professional supervisory responsibility over another relative. No employee shall be hired based solely on his or her family relationship with an ILTexas employee, administrator, or Board member. When a prospective employee-relative applies for a position with ILTexas, the prospective employee-relative shall disclose in writing his or her relationship to any current school employee, administrator, or Board member.

ILTexas may refuse to hire or assign a relative in a position where the appearance of or potential for favoritism or conflict exists or where otherwise prohibited by law. Where hardship exists, employees may appeal to the CEO in accordance with ILTexas' formal complaint procedures set forth herein.

Unless otherwise approved by the CEO, if two employees marry, become relatives of each other or enter into an intimate relationship, they should not remain in a professional supervisory relationship. ILTexas will, at its discretion, attempt to identify other available positions, and allow one or both of such employees to apply for reassignment, or ILTexas may reassign the employees at its discretion. If no alternate position is available, ILTexas may terminate either of the employees at its discretion.

In other cases, where a conflict or the potential for conflict arises between an employee and another employee, even if there is no professional supervisory responsibility involved, the parties may be separated by reassignment to another position or terminated from employment, at the discretion of ILTexas.

A supervisor shall not have direct professional supervisory responsibility over a relative. In addition, all relatives shall be separated by at least two levels of direct reports. In other words, a supervisor-relative may not have an employee-relative be a direct report, and a supervisor-relative must place two non-relative employees, with supervisory roles, between himself/herself and the employee-relative.

No employment of relatives or fraternization will be allowed to be maintained, regardless of the positions involved, if it creates a disruption or potential disruption in the work environment, creates an actual conflict of interest or is prohibited by any legal or regulatory mandate.

For the purposes of this policy section, a "relative" shall include the following relationships: relationships established by blood, marriage or legal action. Examples include (but are not limited to) the employee's spouse, mother, father, son, daughter, sister, brother, mother-in-law, father-in-law, sister-in-law, brother-in-law, daughter-in-law, stepparent, stepchild, aunt, uncle, nephew, niece, grandparent, grandchild or cousin. The term also includes domestic partners (a person with whom the employee's life is interdependent and who shares a common residence) and a daughter or son of an employee's domestic partners.

3.22 Textbook and Materials Acquisition

Any ILTexas director, administrator, or teacher who receives any commission or rebate on any textbooks, electronic textbooks, instructional materials, or technological equipment used by the School may commit a Class B misdemeanor offense.

Any ILTexas officer, administrator, or teacher who accepts a gift, favor, or service given to the person, or to the School, that could not be lawfully purchased with funds from the state textbook fund, and that might reasonably tend to influence the person in the selection of a text electronic textbook, instructional material, or technological equipment may commit a Class B misdemeanor offense.

3.23 Non-Disclosure

The protection of confidential business information and trade secrets is vital to the interests and the success

of ILTexas. Such confidential information includes, but is not limited to, the following:

- Curriculum systems;
- Instructional programs;
- Curriculum solutions;
- Student course work;
- Compensation data;
- Computer processes;
- Computer programs and codes;
- New materials research;
- Pending projects and proposals;
- Proprietary production processes;
- Research and development strategies;
- Technological data; and
- Technological prototypes.

An employee who improperly uses or discloses trade secrets or confidential business information belonging to ILTexas will be subject to disciplinary action, up to and including termination of employment and legal action, even if the employee does not actually benefit from the disclosed information. This does not include any disclosure of otherwise confidential business information or trade secrets in accordance with the Texas Public Information Act or other applicable federal or state law.

3.24 Copyrighted Material

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (i.e., printed material, videos, computer data and programs, etc.). Electronic media, including motion pictures and other audiovisual works, are to be used in the classroom for instructional purposes only. Duplications are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Employees acknowledge and understand that the entire right, title and interest of any and all writings, works and other creations that they may prepare, create, write, initiate or otherwise develop as part of their efforts while employed by ILTexas shall be considered the property of ILTexas. This includes, but is not limited to, the development of a curriculum. These works will be “works for hire” and shall be the sole and exclusive property of ILTexas, including any copyright, patent or trademark or application thereof. Employees hereby assign and transfer to ILTexas all right, title and interest in such works and creations, including without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers, applications or instruments that in ILTexas’ opinion may be necessary or desirable to secure the school’s full enjoyment of all right, title interest and properties herein assigned. Employees agree to not charge the school for use of their copyrighted, trademarked and patented material.

3.25 Media Consent Policy

International Leadership of Texas retains the right to reproduce the photographs and/or video images taken of employees for the purpose of publication, promotion, or marketing, in any manner or in any medium. This is with the understanding that neither International Leadership of Texas nor its representatives, agents or employees will reproduce said photograph or likeness for any commercial value or receive monetary

gain for use of any reproduction or broadcast of said photograph or likeness. Employees hereby release International Leadership of Texas and its legal representatives, agents and employees from all claims and liability relating to said images or video. Employees may contact Human Resources for questions concerning this policy, or to decline permission to allow a photograph or video image to be used by ILTexas for promotional or marketing purposes.

3.26 Proprietary Information

Proprietary information includes all information relating in any manner to the business of ILTexas and its schools, students, parents, consultants, customers, clients, and business associates obtained by ILTexas employees during the course of their work. Occasionally, in the service of ILTexas' mission, ILTexas may choose to share otherwise proprietary information (e.g., best practices) with outside parties. Such documents will be prepared specifically for publication and dissemination. If an individual employee receives a request from an outside party for either paper or electronic copies of ILTexas documents, that employee should seek approval from ILTexas' Legal Department before disseminating documents.

3.27 Performance Management Program

ILTexas has instituted a Performance Management Program to evaluate employee performance. Employees will receive constructive coaching and counseling in conjunction with performance evaluations designed to address performance and develop skills. All employees will participate in the process with the Principal and/or their immediate supervisor at least annually. Principals and/or supervisors may also elect to complete additional period evaluations, as approved by the next level administrator.

3.28 Termination or Resignation

Employees are employed at-will and can be dismissed without notice or warning.

All school-owned property in the employee's possession must be returned to his or her supervisor upon separation from employment. Failure to return school-owned property constitutes theft of public property and will be reported to law enforcement.

In the event an employee has been terminated or resigns, it is the employee's responsibility to provide a forwarding address and telephone number. This information must be provided to Human Resources no later than December 31 of that year for W-2 purposes, and no later than the last day of work in the event of termination or resignation. In the event the W-2 or final paycheck is returned to ILTexas, the school will hold the W-2 or the final check until claimed by the former employee or by an individual authorized in writing by the former employee to collect the check and/or the W-2.

Exit packets and surveys will be provided via email for all employees leaving ILTexas. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time.

Money Owed to International Leadership of Texas at Termination

In the event of termination, whether voluntary or involuntary, ILTexas will, to the extent allowed by law, deduct from an employee's final paycheck and/or expense reimbursement any and all money owed to ILTexas for any reason, including, but not limited to charges for any ILTexas owned property, personal telephone calls, personal charges on any school credit card issued to an employee, any insurance premiums due, and any amounts that the employee may have been overpaid by ILTexas.

Reports Concerning Court-Ordered Withholding

ILTexas is required to report the termination of employees that are under court order or writ of withholding for child support or spousal maintenance to the court and the individual receiving the support (Texas Family Code §§ 8.210, 158.211). Notice of the following must be sent to the court and support recipient:

- Termination of employment not later than the seventh day after the date of termination;
- Employee's last known address; and
- Name and address of new employer, if known.

Termination/Non-Renewal Grievances (General Complaints)

A terminated employee may request a review of the dismissal decision. Termination grievances (other than whistleblower complaints) must be submitted in writing to Human Resources within five calendar days of notice of termination. A Human Resources representative will schedule and hold a conference within five business days of the request and shall issue a written decision within five business days after the conference. A former employee wishing to appeal this decision may appeal through the General Employee Complaint and Grievance Process described in Section 3.29 of this handbook, beginning at Level Three.

3.29 General Employee Complaint and Grievance Process

Purpose

The purpose of the employee complaint process is to provide employees an orderly process for the prompt and equitable resolution of grievances. ILTexas intends that, whenever feasible, grievances be resolved at the lowest possible administrative level.

In using and applying the employee complaint process, all participants are expected to remain courteous and to adhere to the Code of Ethics and Standard Practices for Texas Educators.

Informal Process

ILTexas encourages employees to discuss their concerns with their supervisor, Principal, or other appropriate administrator who has authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Formal Process

An employee may initiate the formal complaint process described below by timely filing a written complaint form. Even after initiating a formal complaint, employees are encouraged to seek informal resolution of concerns. An employee whose complaints are resolved may withdraw a formal complaint at any time.

The grievance process described below shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither ILTexas nor any ILTexas employee shall unlawfully retaliate against an employee for bringing a concern or complaint.

Guidelines for General Employee Complaints

Definitions

For purposes of understanding the General Employee Complaint and Grievance Process, terms are defined as follows:

The terms “complaint” and “grievance” shall have the same meaning and may pertain to the following situations:

1. Grievances concerning an employee’s wages, hours, or conditions of work;
2. Specific allegations of unlawful discrimination in employment based on the employee’s sex or gender (including allegations of sexual harassment and/or wage discrimination on the basis of sex), race, religion, national origin, age, veteran status, or disability, following completion of an investigation by the designated Chief Equity Officer or designee set by policy; or
3. Specific allegations of unlawful discrimination or retaliation based on the employee’s exercise of constitutional rights.

The term “day” shall be defined as a school business day, unless stated otherwise in this policy. In calculating timelines under these procedures, the day a document is filed is “day zero,” and all deadlines shall be determined by counting the following school business day as “day one.”

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication (including e-mail and fax), or by U.S. Mail. Hand-delivered filing shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filing shall be timely filed if they are postmarked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling Conferences

ILTexas will make reasonable attempts to schedule conferences at a mutually agreeable time. If the employee fails to appear at a scheduled conference, ILTexas may hold the conference and issue a decision in the employee’s absence.

Response

At Levels One, Two, and Three, “response” shall mean a written communication to the employee from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the employee’s e-mail address of record, or sent by U.S. Mail to the employee’s mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

If the administrator addressing the complaint determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the grievant in writing of the necessity to extend the response time and a specific date by when the response will be issued.

A grievance official who fails to meet a time requirement, without providing written notice of an extended deadline, shall be considered to have denied the complaint as of the date of the missed deadline.

Representative

“Representative” means a person designated to represent him or her in the complaint process. An employee may designate a representative through written notice to ILTexas at any level of the grievance process. The representative may participate in person or by telephone / video conference. If the employee designates a representative with fewer than three days’ notice to ILTexas before a scheduled conference or hearing, ILTexas may reschedule the conference or hearing to a later date, if desired, in order to include the school’s counsel. ILTexas may be represented by counsel at any level of the process.

Consolidating Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, ILTexas may consolidate the complaints.

Untimely Filings

All time limits for an employee to file a complaint shall be strictly followed unless modified by mutual written consent. If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, upon written notice to the employee, at any point during the complaint process.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by ILTexas.

Copies of any documents that support the complaint should be attached to the complaint form. If the employee does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the employee unless the employee did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be re-filed with all the required information if the re-filing is within the designated time for filing.

Formal Complaint Process

The formal complaint process provides all employees with an opportunity to be heard up to the highest level of administrative management. Once all administrative procedures are exhausted, employees can bring concerns or complaints to the Board of Directors as outlined below.

Level One

Level One complaints must be filed:

1. Within ten days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint; and
2. With the employee's immediate supervisor and the Executive Director of Human Resources. If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, ILTexas may accelerate the complaint to Level Two or Level Three as appropriate.

The employee's immediate supervisor or designee shall investigate as necessary and schedule a conference with the employee within ten days of receiving the Level One complaint. The grievance officer may set reasonable time limits for the conference.

Absent extenuating circumstances, or if there is a need to gather additional information, the grievance officer shall provide the employee with a written response within ten days following the conference. The written response will set forth the basis of the decision. In reaching a decision, the grievance officer may consider information provided at the Level One conference and any other relevant documents or

information the grievance officer believes will help resolve the complaint.

Level Two

If the employee did not receive the relief requested at Level One or if the time for a Level One response has expired, or if the employee is otherwise directed to do so by ILTexas, the employee may request an appeal conference with the Area Superintendent or designee. The appeal notice must be filed in writing to the Executive Director of Human Resources, on a form provided by ILTexas, within ten days of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One grievance officer will prepare and forward a record of the Level One complaint to the Executive Director of Human Resources.

The Area Superintendent or designee will schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. The Area Superintendent or designee may set reasonable time limits for the conference.

The Area Superintendent or designee shall provide the employee a written response within ten days following the appeal conference. The written response will set forth the basis of the decision. In reaching a decision, the Area Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Area Superintendent or designee believes will help resolve the complaint.

Level Three

If the employee did not receive the relief requested at Level Two or if the time for a Level Two response has expired, the employee may request an appeal conference with the Superintendent or Designee. The appeal notice must be filed in writing to the Superintendent or designee, on a form provided by ILTexas, within ten days of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

After receiving notice of the appeal, the Level Two grievance officer will prepare and forward a record of the Level Two complaint (including the Level One record) to the Superintendent or designee.

The Superintendent or designee will schedule a conference within ten days after the appeal notice is filed. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the employee a written response within ten days following the appeal conference. The written response will set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One and Level Two records, information provided at the Level Three conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Level Four

If the employee did not receive the relief requested at Level Three, or if the time for a Level Three response has expired, the employee may appeal to the Board of Directors. The appeal notice must be filed in writing to the Superintendent on a form provided by ILTexas within ten days of the written Level Three response or, if no response was received, within ten days of the Level Three response deadline.

The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for consideration by the Board. The Board of Directors will consider the grievance and may, at its discretion, require the appearance of the employee and administration.

The Board of Directors will determine whether the appeal will be considered in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. Generally, complaints involving the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of the employee bringing the complaint may be heard by the Board of Directors in a closed meeting. Complaints involving a complaint or grievance against another ILTexas employee, director, or officer shall be heard in a closed meeting unless an open meeting is requested in writing by the employee, director, or officer against whom the complaint or grievance is brought.

After considering the appeal, the Board of Directors may subsequently take action or no action. If the Board of Directors takes action, it may make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision from the previous grievance level. The Board's decision, if any, is final and may not be appealed.

3.30 Process for Employee Complaints and Grievances Regarding Harassment and Discrimination

ILTexas takes allegations of harassment and discrimination very seriously and intends to investigate all official complaints. ILTexas will take appropriate actions for all substantiated allegations. Employees who believe they are being harassed or discriminated against are requested to take the following actions:

- In the event you feel you are a victim of discrimination or harassment, you should contact your immediate supervisor and/or the designated Chief Equity Officer or Executive Director of Human Resources immediately. In the event your immediate supervisor is the alleged harasser, you should contact the next level of management immediately. Complaints against the designated Chief Equity Officer may be submitted to the Executive Director of Human Resources.
- Any employees who are uncomfortable with face-to-face interaction may write down their complaints in a memo and submit the memo to their immediate supervisor and/or the designated Chief Equity Officer.
- Any ILTexas employee who receives a report of suspected harassment or discrimination is expected to immediately contact the designated Chief Equity Officer.
- Complaints will be handled in a timely manner.

Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to promptly report may impair ILTexas' ability to investigate and address the prohibited conduct.

Any supervisor who receives a report of discrimination or harassment shall immediately notify the appropriate Chief Equity Officer, and take any other steps required by ILTexas.

After receiving a report, the Chief Equity Officer shall determine whether the allegations, if proven, would constitute prohibited discrimination or harassment. If so, ILTexas shall immediately authorize or undertake an investigation. If appropriate, ILTexas shall promptly take interim action calculated to prevent prohibited conduct during the course of an investigation.

ILTexas' investigation may be conducted by the Chief Equity Officer or designee, or by a third party designated by ILTexas, such as an attorney. When appropriate, the Principal or supervisor shall be involved in or informed of the investigation.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

After completing an investigation, the investigator shall prepare a written report summarizing the outcome of the investigation.

If the results of an investigation indicate that prohibited conduct occurred, ILTexas shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct. ILTexas may also take action based on the results of an investigation, even if the conduct did not rise to the level of prohibited or unlawful conduct.

To the greatest extent possible, ILTexas shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. The purpose of this provision is to maintain impartiality and confidentiality to the extent possible. Both the reporting individual, victim and the accused have equal privacy rights under the law, and ILTexas must respond accordingly. However, limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

An employee who is dissatisfied with the outcome of the investigation may appeal through the “General Employee Complaint and Grievance Process” described in Section 3.29 of this handbook.

ILTexas prohibits retaliation against an employee who, in good faith, makes a claim alleging to have experienced discrimination or harassment, or another employee who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation. Examples of retaliation may include termination, refusal to hire, demotion, and denial of promotion. Retaliation may also include threats, unjustified negative evaluations, or unjustified negative references.

In addition to using ILTexas’ complaint process, an employee may file a formal complaint with the Equal Employment Opportunity Commission (“EEOC”) or Texas Workforce Commission (“TWC”). Additional information may be found by visiting <http://www.eeoc.gov/employees/charge.cfm>.

3.31 Whistleblower Complaints

The Texas Whistleblower Act (“TWA”) protects employees who make good faith reports of violations of law by ILTexas or another employee to an appropriate law enforcement authority. ILTexas is prohibited from suspending, terminating the employment of, or taking other adverse personnel action against an employee who makes a report under the TWA.

An employee who alleges a violation of whistleblower protection must file a written complaint to Human Resources no later than the 90th day after the date on which the alleged suspension, termination, or other adverse employment action occurred or was discovered by the employee through reasonable diligence.

Following receipt of a whistleblower complaint, the Superintendent or designee will conduct an investigation and issue a written response to the complaint. An employee who is dissatisfied with the outcome of the investigation may file an appeal to the Board of Directors through the “General Employee Complaint and Grievance Process” described in section 3.29 of this Handbook, beginning at Level Four.

ILTexas may shorten its general timelines for investigating employee complaints and concerns to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. If the Board does not render a final decision before the 61st day after a whistleblower complaint is filed, an employee may:

1. Exhaust the ILTexas grievance procedure, in which case the employee must sue not later than the 30th day after the date those procedures are exhausted to obtain relief under the Texas Whistleblower Act; or
2. Terminate the ILTexas grievance procedures and sue within the timelines established by the TWA.

PART 4: COMPENSATION AND PAY SCHEDULE

4.1 Payroll

Employees are paid in accordance with administrative guidelines and an established pay structure, and as required under the Texas Payday Laws. ILTexas' pay plans are reviewed by the administration each year and adjusted as needed. All positions are classified as exempt salaried, non-exempt salaried, or non-exempt hourly according to federal law. Professional employees and academic administrators are generally classified as exempt and are not entitled to overtime compensation.

Exempt employees are paid by the 28th of each month. ILTexas shall pay all salaried employees over 12 months, regardless of the number of months employed during the school year.

Non-exempt employees are paid semi-monthly, on the 15th and 28th, in accordance with the Texas Payday law, and receive overtime pay for each hour worked over 40 in a workweek. Employees should contact the Payroll Department for more information about ILTexas' pay schedules or their own pay.

An employee's payroll statement contains detailed information including deductions, withholding information, and the amount of leave accumulated.

Pay dates are posted on the main website in Employee Access (Skyward).

The method of pay may be changed at any time, with or without advance notice.

4.2 Payroll Deductions

ILTexas is required to make the following automatic payroll deductions:

- Teacher Retirement System of Texas or Social Security employee contributions.
- Federal income tax.
- Medicare tax.
- Child support and spousal maintenance, if applicable.
- Delinquent federal education loan payments, if applicable.

Other payroll deductions employees may elect include deductions for the employee's share of premiums for health, dental, life, and vision insurance, or annuities. Salary deductions may also be made for unauthorized or unpaid leave in accordance with applicable law.

If you have questions why deductions were made from your paycheck or how they were calculated, please notify the Payroll Office.

Administrative Pay Corrections

In the event of an error in payment, the employee should notify the Payroll Department and send the necessary paperwork to correct the matter. Any questions concerning how or when corrections will be made should be directed to the Payroll Office.

Overpayments

Employees must inform the Payroll Office of known overpayments on any paychecks received. ILTexas will pursue all legal means necessary to recover overpayments.

4.3 Direct Deposit

All faculty and staff are strongly encouraged to take advantage of direct deposit because of the many advantages it offers. In addition to being efficient and convenient, direct deposit is the most reliable method of receiving pay. Every employee participating in the program must sign a Direct Deposit Authorization Agreement form. A notification period of two weeks may be necessary to activate this service, depending on the employee's designated depository bank. Terminated employees with Direct Deposit will receive a paper check for their final paycheck within six calendar days of termination in accordance with the Texas Payday Act.

4.4 Lost/Stolen Paychecks

Lost or stolen paychecks should be reported to the Payroll Office immediately. ILTexas will issue a stop payment on the lost or stolen check. Only after the financial institution has notified ILTexas that payment of the check has been stopped can a new check be issued.

4.5 Unclaimed Payroll Checks

In the event an employee does not collect their pay within 90 days, ILTexas will secure such pay and the wages will still be recorded. The employee will be required to present proper identification to ILTexas before pay will be reissued. If unclaimed pay is not claimed for a period of one year from its date of issuance, the pay amount "escheats" to the State of Texas pursuant to the Texas Property Code. After such time, the employee will need to contact the Unclaimed Property Division of the Texas State Comptroller's Office for instructions on retrieving deposited wages.

4.6 Authorized Check Pick Up

ILTexas will release a paycheck to a third party, including a spouse, who is authorized in writing by the employee to receive the paycheck. Written authorization must be provided to the Payroll Manager prior to any paycheck being released.

4.7 Expense and Travel Expense Reimbursement

Before any travel expenses are incurred by an employee, the employee must submit a requisition/purchase order. The supervisor must approve the requisition/PO prior to the date of travel. For approved travel, employees will be reimbursed for mileage and other travel expenditures according to the current rate schedule established by ILTexas. Employees must submit itemized receipts, to the extent possible, to be reimbursed for expenses other than mileage and per diem.

Use of Employee Vehicles for School Business. Employees may from time to time use their own vehicles for school business, such as attending conferences. The employee must submit a requisition/purchase order to their supervisor for approval. Once the approved travel request is submitted, the employee is eligible for reimbursement. Employees are required to carry personal auto liability insurance at all times. No ILTexas insurance coverage is provided for vehicle repairs to an employee's vehicle in the event of an accident. The owner is responsible for all repairs. Employees should immediately report all accidents to their insurance

company.

4.8 Wage and Tax Statements

All employees will receive a Wage and Tax Statement (Form W-2) showing their annual earnings and the amounts deducted for Social Security, Medicare, and federal income taxes. Additional earnings and deductions that may be included, if applicable, are social security tips, allocated tips, advance earned income credit, and dependent care benefits. W-2 forms will be prepared by ILTexas and distributed on or before January 31st of each year.

4.9 Fair Labor Standards Act (FLSA)

Employment Categories

It is the intent of ILTexas to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at-will at any time is retained by both the employee and ILTexas.

Each employment position is designated as either EXEMPT or NON-EXEMPT under federal and state wage and hour laws in accordance with applicable federal law. Employees in NON-EXEMPT positions are entitled to overtime pay under the specific provisions of federal law. Employees in EXEMPT positions are excluded from specific provisions of federal and state wage and hour laws. A position's EXEMPT or NON-EXEMPT classification may be changed only upon written notification by ILTexas, and in accordance with applicable federal law.

Exempt status applies to the position and not the employee. Exempt simply means the position the employee fills is exempt from the Fair Labor Standards Act ("FLSA"), and is not entitled to overtime compensation. All Professional employees are considered Exempt. Exempt employees are paid on a salaried basis, and their salary is not reduced for absences of less than one full day. However, any full days of absence taken in excess of the employee's allotment/service record accumulation of sick or personal leave will result in an employee payroll deduction calculated on a pro-rated daily rate.

Non-exempt positions are those positions that are not exempt from the FLSA. Non-exempt positions require the school to pay the employee overtime rates (time and a half) for all hours worked in excess of 40 during a workweek. The key phrase here is "hours worked." An employee may work 32 hours in a week and have 16 hours of vacation time. This would reflect as 48 hours on a paycheck, but for overtime calculation, the employee actually worked 32 hours – so overtime would not be paid. All employees in positions that are classified as non-exempt will be required to maintain a time card or record and will be eligible for overtime pay in accordance with the appropriate Wage and Hour laws.

ILTexas' positions are reviewed and assigned an FLSA (exempt or non-exempt) status that is maintained on a master record by ILTexas. Employees may obtain this information from the Human Resources Department upon request.

Timekeeping

Federal and state laws require ILTexas to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties. Employees are not to estimate future hours and include them on their time card.

Non-exempt employees should accurately record the time they begin and end their work, as well as the

beginning and ending time of each meal period. They should also record the beginning and ending time of any split shift or departure from work for personal reasons. This work log should be recorded as it takes place – not several hours or days later. Overtime work must always be approved before it is performed.

Time Clock Guidelines for Non-Exempt Employees

ILTexas utilizes an electronic time keeping system called “True Time,” which enables employees to more accurately keep track of time worked. It will also allow ILTexas to more efficiently process time worked for payroll purposes. In order for this system to work to its fullest potential, ILTexas asks all non-exempt employees to follow the guidelines outlined below.

Official Time Records: The True Time electronic time keeping system and associated work records will become the official basis for recording hours worked for non-exempt employees. Any disputes over actual hours worked or attendance will be resolved by referring to the True Time records. Employees will be required to submit their time sheets electronically to their supervisor.

Daily Clock In/Out Requirements: All non-exempt employees will be required to “clock-in” in the morning and “clock-out” at the end of the workday at their respective locations. Lunch breaks will also require clocking in/out. Missing a clock in/out requires a note be added as to the reason for the missed clock in/out (this will apply to paraprofessional support staff only). All other non-exempt employees will need to complete a missed clock in/out form and turn into their supervisor to enter into the True Time System (Employee Access - Web Post Document Center).

Other requirements and guidelines include:

- Employees are expected to clock in by their scheduled start time.
- Employees shall not clock out before their scheduled ending time, unless authorized to do so by their supervisor. If a non-exempt employee that is paid on an annualized basis clocks out early, they shall use leave or time not worked will be deducted from their pay as allowed by applicable law.
- Employees are required to take a lunch break of at least 30 minutes when working more than six hours a day (failure to comply will result in disciplinary action up to and including termination).

Falsification, Tampering, and Unauthorized Viewing: The following actions are considered a violation and could result in immediate disciplinary action including termination.

- Any attempt to tamper with timekeeping hardware or software.
- Clocking in/out for an absent or late employee (a.k.a. “buddy punching”).
- Interfering with other employee’s use of the True Time System.
- Unauthorized viewing of another employee’s time in the True Time System.

The supervisor will review the specific details of any and all infractions and develop an appropriate response.

Clock Problems: Employees are responsible for correcting time sheets if they are unable to clock in/out because of a time clock malfunction or accidental oversight. Paraprofessional support staff can make these corrections with notations; all other non-exempt employees need to report immediately to their supervisor for correction. Excessive “edits” to time sheet may result in revoking of edit privileges and possible disciplinary action.

Unreported Hours: Intentional or careless working off the clock is prohibited. Employees are required to

clock in before performing any work. Employees are not permitted to clock out and continue to work. Forgetting to clock in/out is not a legitimate reason for working off the clock.

Processing of Electronic Time Reports: The payroll office will import time sheets on a weekly basis. Employees must submit their time sheets to their supervisor no later than Monday for the previous weeks' time worked. Each supervisor or designee will review/ sign and submit to payroll for processing.

Minimum Wage and Overtime

ILTexas compensates overtime for non-exempt employees in accordance with federal wage and hour laws. Only non-exempt employees are entitled to overtime compensation. Depending on ILTexas' need, employees may be requested to work overtime. Overtime should always be authorized in advance by a supervisor. Overtime will be calculated based on the actual hours recorded and credited to the employee, as measured by the True Time System.

Non-exempt employees are not authorized to work beyond their normal work schedule without ADVANCE approval in writing from their supervisor. Employees that work unauthorized overtime could be subject to disciplinary action, up to and including termination.

PART 5: EMPLOYEE BENEFITS

The benefits information in this handbook is only a summary of benefit plans offered by ILTexas. This general explanation is not intended to and does not provide employees with all the details of these benefits. This Handbook does not change or otherwise interpret the terms of the official plan documents. If there is any conflict or difference between the information in this Handbook and the plan documents, the plan documents will govern. ILTexas reserves the right to change or end these benefits at any time and for any reason, consistent with all laws. Additionally, benefit eligibility is dependent upon a variety of factors, including employee classification. If employees would like additional information related to any benefits offered by ILTexas, please contact the Employee Benefits Department.

Substitute teachers and temporary employees may be eligible for the benefits described in this section in accordance with the Patient Protection and Affordable Care Act and other applicable rules and regulations governing ILTexas' benefit plans.

5.1 Health and Life Insurance

The insurance plan year is from September 1 through August 31. Current employees can make changes in their insurance coverage during open enrollment each year. Detailed descriptions of insurance coverage, employee cost, and eligibility requirements are provided to all employees at the following website: <http://mybenefitshub.com/iltexas>. Employees should contact the Benefits Office for additional information.

All new employees must complete the enrollment process within the first 30 days of employment, even if waiving coverage. Except for qualifying events such as marriage, births, or job changes, new employees will only be able to add, change or drop selected benefits once every twelve months during ILTexas' open enrollment period communicated by the Benefits Department.

Qualifying event changes must be made within 30 days of the qualifying event date. This applies to all employees regardless of whether or not they participate under the Section 125 cafeteria plan.

All employees and their eligible dependents should be aware that HIPAA privacy laws may prevent Benefits Department staff members from discussing personal health information concerning another

member of your family.

5.2 Benefit Offerings

ILTexas currently offers the following benefit programs to eligible employees in the manner prescribed by law:

- Teacher retirement.
- Health coverage benefit.
- COBRA.

Benefits eligibility is dependent upon a variety of factors, including employee classification. The employee classification can identify the programs for which you are eligible. Some benefit programs require contributions from the employee; some are fully paid by ILTexas.

5.3 Health Coverage Benefits

Group health insurance coverage is available through TRS Active Care to eligible employees in accordance with TRS Active Care provisions. Employees may access the TRS website at: <https://www.trs.texas.gov/Pages/Homepage.aspx>.

Eligibility

1. Employees who are active, contributing TRS members.
2. Employees who are not contributing TRS members and who are employed for ten (10) or more regularly scheduled hours per week.
3. TRS Retirees who are enrolled in TRS-Care (Retiree Health Insurance Program) are not eligible to participate in TRS Active Care.

ILTexas' medical coverage plan(s) is/are reviewed annually and approved as needed by the Board of Directors. ILTexas' annual contribution to the plan(s) is/are also reviewed on an annual basis by the Board of Directors. Detailed information and descriptions of coverage, premiums, and eligibility are available through ILTexas.

5.4 TRS Retirement

Employment that makes one eligible for membership in the Teacher Retirement System ("TRS") is:

- Regular employment with ILTexas that is expected to last for a period of four and one-half months or more;
- For one-half or more of the standard full-time workload; and
- With compensation paid at a rate comparable to the rate of compensation for other persons employed in similar positions.

ILTexas employees meet these requirements if their customary employment is for 20 hours or more each week and for four and one-half months or more in one school year.

Full-time service is employment that is usually 40 clock hours per week.

If ILTexas has established a lesser requirement for full-time employment for certain positions, full-time

service includes employment in those positions. In no event may full-time employment require less than 30 hours per week for TRS purposes.

All new TRS Eligible employees may start their medical coverage on the 1st of the month following their hire date. At no time will employees be eligible for coverage before the first day worked by the employee. If an employee does not enroll within 31 days of eligibility, that employee will be eligible to enroll during the next open enrollment opportunity.

All regular employees of the public education system in Texas (employed for four and one-half months or more, for one-half time or more of the standard full-time workload and paid at a rate comparable to other persons employed by that employer in similar positions) must participate in TRS, unless an exception to TRS membership applies.

The exceptions to TRS membership include but are not limited to:

- A substitute, as defined by TRS Rules (To be considered a substitute, the individual must be serving in a position currently held by another employee and paid at a rate of pay that does not exceed the rate for substitute work established by the employer.);
- A person employed on a temporary (less than four and one-half months), part-time (less than one-half time), seasonal, or on an irregular basis.

Substitutes not receiving TRS service retirement benefits that work at least 90 days a year may also be eligible for TRS membership and to purchase one year of creditable service. TRS provides members with an annual statement of their accounts showing all deposits and the total account balance for the year ending August 31, as well as an estimate of their retirement benefits.

ILTexas will make all required contributions for employees eligible for TRS benefits on a timely basis. Individuals who are planning retirement and retirees who are considering employment after retirement should contact the Human Resources for the current administrative procedures regarding ILTexas Retire/Rehire Policy.

Employees can contact TRS by calling 800-223-8778 or 512-542-6400. TRS information is also available on the web at www.trs.state.tx.us.

5.5 Benefits Continuation – COBRA

ILTexas will notify employees of their potential rights under COBRA upon separation from employment with the school.

5.6 Other Benefits

From time to time, ILTexas may offer its employees the option to additionally purchase and/or participate in various other benefits and insurance programs, subject to the terms and conditions of the various programs.

Cafeteria Plan

Financial Benefit Services is the Third-Party Administrator that provides online benefit enrollment. National Benefit Services is our Section 125 provider.

5.7 Unemployment Compensation Insurance

Employees who have been laid off or terminated through no fault of their own may be eligible for unemployment compensation benefits. Employees are not eligible to collect unemployment benefits during regularly scheduled breaks in the school year or the summer months if they have employment contracts or reasonable assurance of returning to service. Employees with questions about unemployment benefits should contact the Human Resources department.

5.8 Workers' Compensation

ILTexas provides workers' compensation benefits to employees who suffer a work-related illness or are injured on the job. This benefit is administered by Service Lloyds.

Coverage becomes effective on the employees' first day of employment, and benefits help pay for medical treatment and make up for part of the income lost while recovering. Specific benefits are prescribed by law depending on the circumstances of each case.

All work-related accidents or injuries should be reported immediately to the employee's immediate supervisor. Employees who are unable to work because of a work-related injury or illness will be notified of their rights and responsibilities with respect to workers' compensation benefits.

An employee absent from duty because of a job-related illness or injury may be eligible for workers' compensation weekly income benefits if the absence exceeds seven, calendar days.

An employee receiving workers' compensation wage benefits for a job-related illness or injury may choose to use accumulated sick leave or any other paid leave benefits. An employee choosing to use paid leave will not receive workers' compensation weekly income benefits until all paid leave is exhausted or to the extent that paid leave does not equal the pre-illness or pre-injury wage. If the use of paid leave is not elected, then the employee will only receive workers' compensation wage benefits for any absence resulting from a work-related illness or injury, which may not equal the employee's pre-illness or pre-injury wage.

An employee whose accumulated leave is exhausted prior to or during an absence for a work-related injury or illness shall be placed on an unpaid leave of absence. Except while on family and medical leave, the employee shall be responsible for full payment, in advance, of all premiums for insurance benefits during such leave of absence.

Upon release from workers' compensation for regular or accommodated duty, the employee must submit a written request for reinstatement of employment. The request must be accompanied by a physician's statement certifying the employee's fitness to return to work. If the release is for an accommodated-duty position, the return to work shall be coordinated by HR and the Benefits Coordinator.

Except as required under the temporary disability law, an employee released from workers' compensation shall be considered for a position for which the employee is qualified, provided such a position is available. If no position for which the employee is qualified is available at the time the employee requests reinstatement, the employee shall be considered for a subsequent vacancy. Failure of an employee to report to ILTexas upon release from workers' compensation leave within three days, or refusal to accept an offered position, shall constitute a resignation.

An employee who believes that his or her condition is a qualifying disability and that he or she is a qualified individual with a disability under the ADA may request and pursue accommodations under the ADA.

Additional information about ILTexas' workers' compensation benefit offering may be obtained from Human Resources or the Benefits Department.

PART 6: EMPLOYEE ATTENDANCE AND LEAVE

ILTexas offers employees paid and unpaid leaves of absence in times of personal need. Following is a description of the basic types of leave available and restrictions on leaves of absence. Employees who expect to be absent for an extended period of more than five days should call the Human Resources Department for information about applicable leave benefits, payment of insurance premiums, and requirements for communicating with ILTexas during absence from work.

6.1 Attendance

Employees shall be available full-time during their regular work hours, as defined by their letter of agreement. Any scheduling changes must be discussed with and approved by the employee's immediate supervisor and/or the Principal.

Absence

Employees are responsible for notifying their immediate supervisor and/or the Principal of late arrivals, early departures, and absences. When the need for being absent from or late to work is known in advance, the employee must give notice as far in advance as possible. All employees are required to submit leave requests through Skyward Employee Access or Aesop for all days missed. The True Time System is an electronic timekeeping system only.

Excessive Absenteeism or Tardiness

Excessive absenteeism, tardiness, and leaving work prior to the designated time constitute grounds for any of the following disciplinary action:

- Disciplinary probation.
- Denial of pending or future promotion.
- Production of medical certification of reason or reasons for absences and/or tardies.
- Any other appropriate disciplinary measure, including suspension or termination of employment.

Notice of Unexpected Absence

When employees who have not given advance notice find that they cannot report for work, they are required to notify their supervisor and/or the Principal within the first working hour each day of the absence. Notification to an employee other than the appropriate supervisor and/or Principal is insufficient.

Failure to Give Notice – Job Abandonment and Voluntary Resignation

Failure to report to work without supervisor approval and/or to provide notification of an absence to a supervisor for three consecutive workdays (unless prevented by circumstances beyond the employee's control) may be considered to be job abandonment and/or voluntary resignation on the last day worked, in accordance with applicable federal and state law, and ILTexas will process the work separation as a voluntary resignation on the employee's part.

In the event of job abandonment or voluntary resignation, all school-owned property (e.g., keys, uniforms, etc.) must be returned immediately to ILTexas.

No payment shall be made for accrued and unused sick leave or any other type of leave upon voluntary

resignation or job abandonment, regardless of whether or not the employee provided advance notice of resignation.

6.2 Non-Duty (Holiday) Leave

Each year, the Board of Directors will establish a school calendar indicating school holidays and closures. This calendar is distributed to each ILTexas employee.

6.3 Local Leave Overview

ILTexas allocates leave days to all full-time employees to allow them the flexibility to attend to their personal and medical time-off needs. The allocation is available at the beginning of the year; however, an employee must complete the full year to earn the maximum allocation.

All employees will earn a total of eight leave days per school year; leave availability will be prorated for employees who begin employment with ILTexas after the start of the school year. ILTexas may designate up to **five days per year** as “state leave days” on an employee’s official service record. **However, ILTexas cannot guarantee that the five days of annual local leave designated as “state leave days” will transfer to another Texas public school.** This is because, as an open-enrollment charter school, ILTexas does not participate in the “state leave” program described in Chapter 22 of the Texas Education Code. Thus, the five days of annual local leave designated as “state leave” may not transfer to another charter school or school district if an employee leaves service with ILTexas.

Local Leave is to be used for the following reasons:

- Employee illness.
- Illness in the employee’s immediate family.
- Family emergency (i.e., natural disasters or life-threatening situations).
- Death in the immediate family, defined as an employee’s parent, stepparent, child, stepchild, sibling, grandparent, aunt, uncle, or cousin.
- Active military service, in conjunction with any applicable military leave of absence.
- Absence for other personal reasons.

Exempt (salaried) employees must take local leave in full or half day increments. Non-exempt (hourly) employees must take local leave in hourly increments in agreement with the number of hours of the absence.

Approvals for Local Leave Days

Requests for leave shall be considered on a first come, first serve basis. The employee shall submit request through Skyward Employee Access to the immediate supervisor or designee five days in advance of the requested leave date. In deciding whether to approve or deny leave, the supervisor or designee shall not seek or consider the reasons for which an employee requests to use leave. The supervisor or designee shall, however, consider the effect of the employee’s absence on the educational program or school operations, as well as the availability of substitutes.

Duration of Leave/Schedule Limitations

Local leave may not be taken for more than three consecutive days, except in extenuating circumstances as determined by the Principal or Supervisor. Local leave shall not be allowed in the following circumstances:

- The first and last week of school;
- Days scheduled for end-of-semester or end-of-year exams, days scheduled for state-mandated

- assessments or for school achievement tests;
- Days scheduled for professional or staff development and/or in-service training;
- Within three days of a scheduled holiday (before or after) unless a request is submitted at least 30 days in advance of the requested time off and such request is approved; and
- Local leave requested to be taken within 30 days of the last day of school must be requested 30 days in advance of the requested time off.

Any leave taken for which leave balances are insufficient shall result in a deduction from the employee's paycheck commensurate with the amount of leave taken, to the extent allowed by law.

Personal leave by reason of illness, two or more days in duration, may require a doctor's note upon return to work.

Medical Certification

Any employee who is absent more than three days because of a personal or family illness must submit a medical certification from a qualified health care provider confirming the specific dates of the illness, the reason for the illness, and – in the case of personal illness – the employee's fitness to return to work.

Forfeiture of Accrued Leave

Any unused paid accrued leave, regardless of what the leave is called (e.g., sick leave, local leave, vacation, discretionary leave, etc.), is forfeited upon separation from employment, whether voluntary or involuntary.

If an employee leaves ILTexas before the end of the work year, the amount of wages, based on the employee's daily rate, for any unearned leave days taken by the employee shall be deducted from the employee's final paycheck in accordance with applicable law.

6.4 Limitations on Leaves of Absence (Unavailability for Work)

With the exception of leaves of absence for military duty or approved leave under the Family and Medical Leave Act, if an employee accumulates more than **ten days** of absence after exhausting all available paid and unpaid leave, the employee will be separated due to unavailability for work, subject to any reasonable accommodation duties ILTexas may have under the Americans with Disabilities Act (ADA). Any employee separated for unavailability for work following exhaustion of all available leave may be eligible for rehire and will be able to apply for any vacancies that may exist at any given time, depending upon qualifications and availability of job openings.

6.5 Extended Sick Leave

Employees who have worked for ILTexas are eligible for 25 days of paid extended sick leave. This leave may only be used if an employee has exhausted his or her earned Local Leave benefits and only for the employee's personal illness or disability, including pregnancy-related disability or for the personal illness or disability of an employee's immediate family member. Immediate family is defined as an employee's husband, wife, child (including a biological, adopted, stepchild, a child for whom the employee stands in loco parentis, or foster child), father, mother, brother, sister, grandfather, grandmother, grandchildren, or any person who may be residing in the employee's household at the time of illness or disability.

Extended sick leave is to be used for single, long-term illnesses or conditions. An employee is eligible for extended sick leave once every three years.

A doctor's written statement confirming the need for extended sick leave shall be required before leave is

granted, and periodically thereafter as determined by ILTexas. Extended sick leave will stop on the date the doctor releases the employee or when all extended sick leave has been exhausted, whichever comes first.

The daily rate of a substitute shall be deducted from an employee's daily pay during a period of extended sick leave. Additionally, any period of extended sick leave will run concurrently with any FMLA leave taken by the employee. The Superintendent shall adopt procedures to implement and control Extended Sick Leave benefits.

6.6 Emergency Leave

Employees may be granted up to five days of emergency leave without loss of pay or accumulated Local Leave for destruction of their home or domicile due to flood, fire, or storm, or other natural disasters. Such leave is subject to the approval of the Superintendent or designee. Any further leave granted will result in a deduction of accumulated Local Leave, a deduction of the daily rate of pay, or unpaid leave, unless otherwise provided by ILTexas.

6.7 Family and Medical Leave Act

The Family and Medical Leave Act ("FMLA") provides employees who meet certain eligibility criteria with unpaid leave for certain family and medical reasons during a 12-month period. During a period of FMLA leave, eligible employees are entitled to continue group health plan coverage as if they had continued to work. At the conclusion of the leave, subject to some exceptions, eligible employees generally have the right to return to the same or an equivalent position and equivalent pay, benefits and working conditions.

NOTE: The following FMLA provisions and references to FMLA in this Handbook and in Board policy are applicable only to employees eligible for FMLA.

The following text is adapted from the federal notice, *Employee Rights Under the Family and Medical Leave Act*. Specific information that ILTexas has adopted to implement the FMLA follows this general notice.

Leave Entitlements

Eligible employees who work for a covered employer can take up to 12 weeks of unpaid, job-protected leave in a 12-month period for the following reasons:

- The birth of a child or placement of a child for adoption or foster care;
- To bond with a child (leave must be taken within one year of the child's birth or placement);
- To care for the employee's spouse, child, or parent who has a qualifying serious health condition;
- For the employee's own qualifying serious health condition that makes the employee unable to perform the employee's job; or
- For qualifying exigencies related to the deployment or military service of a family member who is the employee's spouse, child, or parent.

An eligible employee who is a covered service member's spouse, child, parent, or next of kin may also take up to 26 weeks of FMLA leave in a single 12-month period to care for the service member with a serious injury or illness.

An employee does not need to use leave in one block. When it is medically necessary or otherwise permitted, employees may take leave intermittently or on a reduced schedule.

Employees may choose, or an employer may require, use of accrued paid leave while taking FMLA leave. If an employee substitutes paid leave for FMLA leave, the employee must comply with the employer's normal paid leave policies.

Benefits and Protections

While employees are on FMLA leave, employers must continue health insurance coverage as if the employees were not on leave.

Upon return from FMLA leave, most employees must be restored to the same job or one nearly identical to it with equivalent pay, benefits, and other employment terms and conditions.

An employer may not interfere with an individual's FMLA rights or retaliate against someone for using or trying to use FMLA leave, opposing any practice made unlawful by the FMLA, or being involved in any proceeding under or related to the FMLA.

Eligibility Requirements

An employee who works for a covered employer must meet three criteria in order to be eligible for FMLA leave. The employee must:

- Have worked for the employer for at least 12 months;
- Have at least 1,250 hours of service in the 12 months before taking leave; and
- Work at a location where the employer has at least 50 employees within 75 miles of the employee's worksite.

Requesting Leave

Generally, employees must give 30-days' advance notice of the need for FMLA leave. If it is not possible to give 30-days' notice, an employee must notify the employer as soon as possible and, generally, follow the employer's usual procedures.

Employees do not have to share a medical diagnosis, but must provide enough information to the employer so it can determine if the leave qualifies for FMLA protection. Sufficient information could include informing an employer that the employee is or will be unable to perform his or her job functions, that a family member cannot perform daily activities, or that hospitalization or continuing medical treatment is necessary. Employees must inform the employer if the need for leave is for a reason for which FMLA leave was previously taken or certified.

Employers can require a certification or periodic recertification supporting the need for leave. If the employer determines that the certification is incomplete, it must provide a written notice indicating what additional information is required.

Employer Responsibilities

Once an employer becomes aware that an employee's need for leave is for a reason that may qualify under the FMLA, the employer must notify the employee if he or she is eligible for FMLA leave and, if eligible, must also provide a notice of rights and responsibilities under the FMLA. If the employee is not eligible, the employer must provide a reason for ineligibility.

Employers must notify its employees if leave will be designated as FMLA leave, and if so, how much leave will be designated as FMLA leave.

Enforcement

Employees may file a complaint with the U.S. Department of Labor, Wage and Hour Division, or may bring a private lawsuit against an employer.

The FMLA does not affect any federal or state law prohibiting discrimination or supersede any state or local law or collective bargaining agreement that provides greater family or medical leave rights.

For additional information or to file a complaint:
1-866-4-USWAGE
(1-866-497-9243) TTY: 1-877-889-5627
www.dol.gov/whd

Local FMLA Guidelines

Calculating FMLA Leave Year

ILTexas uses the following method to establish the 12-month period in which FMLA leave may be used:

- A “rolling” 12-month period, measured backward from the last date an employee uses leave under the FMLA. Under this “rolling” 12-month period, each time an employee takes FMLA leave, the remaining leave entitlement would be the balance of the 12 weeks which has not been used during the immediately preceding 12 months.

Use of Paid Leave

FMLA leave runs concurrently with accrued sick and personal leave, emergency leave, temporary disability leave, and absences due to a work-related illness or injury. ILTexas will designate the leave as FMLA, if applicable, and notify the employee that accumulated leave will run concurrently.

Combined Leave for Spouses

Spouses who are employed by ILTexas are limited to a combined total of 12 weeks of FMLA leave to care for a parent with a serious health condition, or for the birth, adoption, or foster placement of a child. Military caregiver leave for spouses is limited to a combined total of 26 weeks.

Intermittent Leave

When medically necessary or in the case of a qualifying exigency, an employee may take leave intermittently or on a reduced schedule. ILTexas does not permit the use of intermittent or reduced-schedule leave for the care of a newborn child or for adoption or placement of a child with the employee.

Fitness for Duty

An employee that takes FMLA leave due to the employee’s own serious health condition shall provide, before resuming work, a fitness-for-duty certification from the health care provider. If certification of the employee’s ability to perform essential job function is required, ILTexas shall provide a list of essential job functions (e.g., job description) to the employee with the FMLA designation notice to share with the health care provider.

Reinstatement

With certain exceptions allowed under the FMLA, an employee returning to work at the end of FMLA leave will be returned to the same position held when the leave began or to an equivalent position with equivalent employment benefits, pay, and other terms and conditions of employment.

In certain cases, instructional employees desiring to return to work at or near the conclusion of a semester

may be required to continue on family and medical leave until the end of the semester. The additional time off is not counted against the employee's FMLA entitlement, and ILTexas will maintain the employees group health insurance and reinstate the employee at the end of the leave according to school policy and procedure.

Failure to Return

If, at the expiration of FMLA leave, an employee is able to return to work but chooses not to do so, ILTexas may require the employee to reimburse ILTexas' share of insurance premiums paid during any portion of FMLA leave when the employee was on unpaid leave. If the employee fails to return to work for a reason beyond the employee's control, such as a continuing personal or family serious health condition or a spouse being unexpectedly transferred more than 75 miles from ILTexas, the school may not require the employee to reimburse ILTexas' share of premiums paid.

School Contact

Employees that require medical leave under the FMLA or have questions about FMLA leave should contact the Benefits Coordinator for details on eligibility, requirements, and limitations.

6.8 Military Leave of Absence

ILTexas is committed to protecting the rights of employees absent on military leave. In accordance with federal and state law, it is ILTexas' policy that no employee or prospective employee will be subjected to any form of discrimination on the basis of that person's membership in, or obligation to perform service for any of the Uniformed Services of the United States. Specifically, no person will be denied employment, reemployment, promotion, or other benefit of employment on the basis of such membership. Furthermore, no person will be subjected to retaliation or adverse employment action because such person has exercised his or her rights hereunder. If any employee believes that he or she has been subjected to discrimination in violation of this provision, the employee should immediately contact Human Resources.

Temporary (Two-Week) Military Leave

In addition to the rights and benefits provided to employees taking Extended Military Leave, eligible employees who must be absent from their job for a period of not more than ten working days each year in order to participate in temporary military duty are entitled to as many as ten days' unpaid military leave. All benefits will continue during an employee's temporary military leave.

All Other (Extended) Military Leave

Employees directed to participate in extended military duties in the U. S. Armed Forces that exceed ten working days will be placed on an unpaid military leave of absence status for a period of as long as five years, except as otherwise required by USERRA, and the employee will be entitled to the rights and benefits described in this Handbook and in accordance with ILTexas' policies and procedures.

To request a temporary or extended military leave of absence the employee should, unless prevented from doing so by military necessity, notify Human Resources and complete and submit the appropriate form. An employee on temporary or extended military leave may elect, at his or her option, to use paid leave (vacation, sick or personal) available; the remainder of military leave will be unpaid.

6.9 Bereavement Leave

Full-time and part-time employees are eligible for bereavement leave.

ILTexas employees may be absent, without loss of pay, in the event of the death of one of the following

relatives of the employee or his or her spouse: husband, wife, child (including a biological, adopted, stepchild, a child for whom the employee stands in loco parentis, or foster child), father, mother, brother, sister, grandfather, grandmother, grandchildren, or any person who may be residing in the employee's household at the time of illness or death. Paid bereavement leave is limited to three days of paid leave during any one school year unless otherwise approved by the Superintendent or designee.

If an employee experiences a death in the family, he or she should inform the Principal or Supervisor as soon as possible. Supporting documentation may be required.

6.10 Jury Duty and Grand Jury Service

ILTexas may not discharge, threaten to discharge, intimidate, coerce, reduce the salary, or otherwise penalize or discriminate against an employee because of the employee's compliance with a summons to appear as a juror or a grand juror. A leave of absence for jury or grand jury duty will be granted to any employee will be compensated at his or her regular daily or hourly rate for each day of absence due to jury or grand jury duty. Employees must present documentation of the service and may keep any compensation they receive. A summons to appear is not proper documentation of the service. If an employee is released early, he or she must return to work. Consideration will be given on a case-by-case basis for travel time.

6.11 Other Court Appearances

Employees will be paid while on leave to comply with a valid subpoena related to employment with ILTexas. Employees may be required to submit documentation of their need for leave for court appearances to the Human Resources Department. Absences for court appearances related to an employee's personal business shall be deducted from the employee's personal leave or shall be taken as leave without pay.

6.12 Voting Leave

Any employee who does not have two consecutive non-work hours while the polls are open on election day will be given up to two hours off with pay in order to vote, unless more time is required by state law. The employee should notify the appropriate supervisor before Election Day if time off is needed, so that the timing of the employee's absence can be pre-arranged.

PART 7: EMPLOYEE CONDUCT

7.1 General

The successful operation and reputation of ILTexas is built upon the principles of ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity.

ILTexas will comply with all applicable laws and regulations, including its charter agreement with the State of Texas, and expects all employees to conduct their work in accordance with relevant law and to refrain from any illegal, dishonest or unethical conduct. Neither the Board of Directors nor any ILTexas employee shall retaliate against a person who in good faith reports perceived illegal, dishonest or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. If a situation arises where it is difficult to determine the proper course of action, discuss the matter with your immediate supervisor and, if necessary, Human Resources.

Every employee is responsible for complying with ILTexas' policy of proper business ethics and personal conduct. Disregarding or failing to comply with these standards may lead to disciplinary action, up to and including termination of employment.

7.2 Standards of Conduct

All employees are expected to work together in a cooperative spirit to serve the best interests of ILTexas and to be courteous to students, one another, and the public. Employees are expected to observe the following standards of conduct:

- Engage in professional communications and behavior toward students, fellow employees, service providers, and other ILTexas stakeholders.
- Express concerns, complaints, or criticism through appropriate channels.
- Know and comply with department and Board policies and procedures.
- Maintain confidentiality in all matters relating to students and coworkers.
- Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
- Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
- Recognize and respect the rights of students, parents, other employees, and members of the community.
- Report to work according to the assigned schedule.
- Use school time, funds, and property for authorized school business and activities only.

All employees should perform their duties in accordance with state and federal law, Board policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to SBEC not later than the seventh day after the Superintendent knew of the incident.

7.3 Code of Ethics

All employees must comply with the following Code of Ethics, which has been adapted from the Professional Code of Ethics and Standard Practices for Texas Educators:

Ethical Conduct in General

Employees shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. Employees, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. Employees, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. Employees, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. Employees, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Professional Ethical Conduct, Practices and Performance

- **Standard 1.1.** An employee shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of the charter school, an educator preparation program, the

Texas Education Agency, or the SBEC and its certification process.

- Standard 1.2. An employee shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
- Standard 1.3. An employee shall not submit fraudulent requests for reimbursement, expenses, or pay.
- Standard 1.4. An employee shall not use institutional or professional privileges for personal or partisan advantage.
- Standard 1.5. An employee shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
- Standard 1.6. An employee shall not falsify records, or direct or coerce others to do so.
- Standard 1.7. An employee shall comply with state regulations, written local Board policies, and other state and federal laws.
- Standard 1.8. An employee shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
- Standard 1.9. An employee shall not make threats of violence against school employees, members of the Board of Directors, students, or parents of students.
- Standard 1.10. An employee shall be of good moral character and be worthy to instruct or supervise the youth of this state, as applicable.
- Standard 1.11. An employee shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
- Standard 1.12. An employee shall refrain from the illegal use, abuse, or distribution of controlled substances, prescription drugs, and toxic inhalants.
- Standard 1.13. An employee shall not be under the influence of alcohol or consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct Toward Professional Colleagues

- Standard 2.1. An employee shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
- Standard 2.2. An employee shall not harm others by knowingly making false statements about a colleague or the ILTexas system.
- Standard 2.3. An employee shall adhere to written local Board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
- Standard 2.4. An employee shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
- Standard 2.5. An employee shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
- Standard 2.6. An employee shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
- Standard 2.7. An employee shall not retaliate against any individual who has filed a complaint with the SBEC or who provides information for a disciplinary investigation in accordance with applicable laws or regulations.
- Standard 2.8. An employee shall not intentionally or knowingly subject a colleague to sexual harassment.

Ethical Conduct Toward Students

- Standard 3.1. An employee shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
- Standard 3.2. An employee shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
- Standard 3.3. An employee shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
- Standard 3.4. An employee shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
- Standard 3.5. An employee shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.
- Standard 3.6. An employee shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
- Standard 3.7. An employee shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the employee is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the employee is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
- Standard 3.8. An employee shall maintain appropriate professional employee-student relationships and boundaries based on a reasonably prudent employee standard.
- Standard 3.9. An employee shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or another social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - The nature, purpose, timing, and amount of the communication;
 - The subject matter of the communication;
 - Whether the communication was made openly, or the employee attempted to conceal the communication;
 - Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - Whether the communication was sexually explicit; and
 - Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the employee or the student.

7.4 Financial Ethics

ILTexas prohibits fraud and financial impropriety in the actions of its directors, employees, vendors, contractors, consultants, volunteers, and others seeking or maintaining a business relationship with ILTexas.

Fraud and financial impropriety shall include but not be limited to:

- Accepting or seeking anything of material value from contractors, vendors, or other persons providing services or materials to ILTexas, except as otherwise permitted by law or ILTexas policy;
- Failure to disclose conflicts of interest as required by law or ILTexas policy;
- Failure to provide financial records required by state or local entities;
- Forgery or unauthorized alteration of a check, bank draft, or any other financial document;

- Forgery or unauthorized alteration of any document or account belonging to ILTexas;
- Impropriety in the handling of money or reporting of ILTexas' financial transactions;
- Inappropriately destroying, removing, or using records, furniture, fixtures, or equipment;
- Misappropriation of funds, securities, supplies, or other school assets, including employee time;
- Profiteering as a result of insider knowledge of school information or activities;
- Unauthorized disclosure of confidential or proprietary information to outside parties;
- Unauthorized disclosure of investment activities engaged in or contemplated by ILTexas; or
- Any other dishonest act regarding the finances of ILTexas.

Any person who suspects fraud or financial impropriety shall report the suspicions immediately to any supervisor, the Payroll Manager, the Director of Human Resources, or local law enforcement.

ILTexas will respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosure may be necessary to complete a thorough investigation or to comply with applicable law. All employees involved in an investigation shall be advised to keep information about the investigation confidential to the extent necessary as to not interfere with the investigation process.

Neither the Board of Directors nor any ILTexas employee shall unlawfully retaliate against a person who in good faith reports perceived fraud or financial impropriety.

If an employee is found to have committed fraud or financial impropriety, ILTexas will take appropriate disciplinary action, which may include termination of employment and, when circumstances warrant, referral to appropriate law enforcement or regulatory authorities.

7.5 Unacceptable Employee Conduct

Employees are expected to follow all laws, policies, regulations, terms and conditions of employment and directives of ILTexas. ILTexas expects its employees to act in a mature, professional and responsible manner. The following is a non-exclusive list of prohibited employee conduct. Employees who engage in any conduct listed below are subject to disciplinary action up to and including termination. This is not intended to be a complete list, and it does not alter the contractual or at-will employment relationship between employees and ILTexas.

1. Abuse, including but not limited to sexual abuse of a student.
2. Administering corporal punishment (meaning the infliction of physical pain by hitting, paddling, spanking, slapping, or any other physical force used as a means of discipline) or verbal abuse of students, or the use of profanity or other language that is intended to belittle or degrade a student.
3. Behaviors that interfere with student safety or cause an unsafe environment.
4. Dishonest, immoral, or illegal conduct while on duty and/or on school property that would tend to bring discredit to ILTexas.
5. Dishonesty, falsification, or misrepresentation on an application for employment or other work records; falsifying reasons for leave of absence or other data requested by ILTexas and/or alteration of ILTexas' records or documents.
6. Engaging in or soliciting a romantic, sexual, or otherwise inappropriate relationship with a student, regardless of whether the relationship is consensual.
7. Engaging in an act of sabotage; willful or with negligence causing the destruction or damage of ILTexas property, or the property of fellow employees, volunteers, contractors, or visitors, in any manner.
8. Engaging in inappropriate electronic communications with students, as described in Section 7.10 of this handbook.

9. Engaging in malicious gossip, spreading rumors, or otherwise engaging in behavior designed to create discord and lack of harmony or otherwise interfere with the job performance of fellow employees or service providers.
10. Engaging in rudeness, disrespectful, or unprofessional behavior toward parents and school contractors or vendors.
11. Excessive absenteeism or tardiness.
12. Failure to report child abuse or neglect as required by Chapter 261 of the Texas Family Code.
13. Fighting or threatening violence toward anyone on ILTexas property or when representing ILTexas, including “horseplay” or provoking a fight between others.
14. Giving to other schools, organizations, or persons information made confidential by law and/or proprietary ILTexas information that is obtained from ILTexas’ files or records in the course of employment.
15. Giving to other schools, organizations, or persons information made confidential by law relating to ILTexas employees and/or students that is obtained from ILTexas’ files or records in the course of employment.
16. Insubordination or other disrespectful conduct (including refusal to follow the lawful directives of a supervisor or the Superintendent).
17. Negligence or any careless action that endangers the life or safety of another person, or damages or destroys property of ILTexas.
18. Possession of firearms, weapons or explosives on ILTexas property, while on duty or while representing ILTexas.
19. Smoking and/or using tobacco products on school property, including the use of vaping devices.
20. Theft of ILTexas owned property or the property of fellow employees, students, contractors or visitors.
21. Threatening, intimidating or coercing fellow employees on or off ILTexas property, at any time, for any reason.
22. Unauthorized possession or removal of any ILTexas property, including documents, from the premises without prior permission from a supervisor;
23. Unauthorized use of ILTexas equipment or property, including using such equipment for personal use or profit.
24. Unsatisfactory performance or conduct.
25. Use, possession, distribution or sale of, or being under the influence of a controlled substance, alcohol, or tobacco as further described in Sections 8.2 and 8.9 of this handbook, or abusing a prescription drug, while at work or otherwise representing ILTexas.
26. Violation of the rules affecting the health and safety of students and the efforts of ILTexas to operate efficiently and effectively.
27. Violations of ILTexas’ expectations for employee conduct, including but not limited to those set out in Sections 7.2 and 7.3 of this Handbook, or as otherwise distributed to employees by ILTexas. Additionally, educators must adhere to the Professional Code of Ethics and Standard Practices for Texas Educators as set forth at 19 Tex. Admin. Code § 247.2.

Fraud, Dishonesty and False Statements

No employee or applicant may ever falsify any application, medical history record, student paperwork, employee paperwork, time sheet, time card, investigative questionnaires or any other document. Any employee found to have engaged in résumé fraud, or who made material misrepresentations or omissions on their employment application, will be subject to immediate termination of employment. Violations of this policy should be immediately reported to the appropriate supervisor.

Insubordination

All employees have duties to perform. It is against ILTexas policy for an employee to refuse to follow the directions of a supervisor or other school official. Employees must cooperate fully with investigations into

potential misconduct. Refusal to disclose information during the course of an investigation constitutes insubordination and is subject to possible disciplinary action, up to and including termination.

In the event a supervisor directs an employee to perform an illegal or immoral act/task, the employee should immediately notify the Principal or designee.

Disciplinary Action

Employment with ILTexas is based on mutual consent and both the employee and ILTexas have the right to terminate employment at-will, with or without cause or advance notice. ILTexas may use progressive discipline at its discretion.

Disciplinary action may include, but is not limited to, any of the following:

1. Verbal warning
2. Conference with a supervisor and/or the Principal
3. Letter of Expectation
4. Letter of Concern
5. Letter of Reprimand
6. Imposition of an employee growth plan / performance improvement plan
7. Suspension with or without pay
8. Termination of employment

The progression of these steps depends upon the severity of the problem and the number of occurrences. There may also be circumstances when one or more steps are bypassed.

Reporting Possible Misconduct

When you witness or hear of an ILTexas employee conducting any illegal activities, abusing power, stealing or misusing money, or displaying inappropriate passion, it is your duty to immediately pass that information to your direct supervisor. It is then the responsibility of your immediate supervisor to elevate the allegation to their direct supervisor, this process is to be repeated until the allegation reaches the Superintendent. It is imperative that our students and their families feel that they are safe and protected at ILTexas. It is equally important that ILTexas employees, teachers, and administrators feel that they are in a safe and healthy work environment.

a. Power, Pennies, and Passion (the 3 P's):

- (1) Power: an employee abusing their power, influence, or authority. This list is infinitely long so use your judgement but some examples of abuse of power would be a leader telling their team, "Yes that is what we were told to do, but here at our place we are going to do something different than what we were told to do!", or a leader cursing, yelling or screaming at others – employees, students or parents.
- (2) Pennies: an employee committing fraud and financial impropriety.
- (3) Passion: an employee displaying inappropriate physical/verbal passion (of a sexual nature) towards a student or another employee.
- (4) If anyone suspects a violation of any of the 3 P's or if you suspect any illegal activity such as drugs, weapons, alcohol, etc. you are to report it to your supervisor within one hour. Your supervisor must then report it up the chain up command to their supervisor until it gets to the Superintendent. Failure to immediately report up the chain of command is grounds for immediate termination.
- (5) You should then follow up your initial report with a more detailed report within 24 hours.

b. General Misunderstanding and/or possible Misconduct:

- (1) Must be reported to your immediate supervisor within 24 hours.

- (2) General misconduct is anything that could have a negative impact on an ILTexas student, parent, employee, or contractor. If you feel that something isn't right, you should report the behavior. If it doesn't pass the "smell test", then report it.
- (3) Timely Reporting: reports of possible misconduct should be made as soon as possible after the alleged conduct is witnessed or knowledge of the alleged conduct is received or overheard.
- c. Exceptions to relaying witnessed or knowledge of misconduct to your immediate supervisor:
 - (1) If your immediate supervisor is the suspect of alleged misconduct.
 - a. Should you be concerned that someone who has supervisory authority over you or your department is involved in the suspected misconduct or is condoning it or is failing to address it, you should make your report to your Area Superintendent or the Chief who is directly in your change of command. If you suspect they are somehow involved in the potential misconduct then report your concern directly to the Executive Director of Human Resources.

7.6 Dress Code Faculty/Staff

Faculty and staff members are expected to dress in a professional and appropriate manner. Proper grooming and attire have a positive impact on the teaching and learning environment.

The campus principal and/or supervisor will be solely responsible for initially interpreting and enforcing the faculty/staff dress requirements.

Employees will be neatly groomed and dressed with clean and neat hair. Neatly groomed and dressed shall be defined as dress and grooming that is standard and conforms to local community and school etiquette and decorum. Grooming and dress that will disturb, interfere with, or detract from the educational process will not be allowed. It is within these principles that ILTexas will enforce the following dress code items, specifically but not limited to:

	Acceptable	Non-Acceptable
All Professional Staff	<ul style="list-style-type: none"> • Dress professionally and take pride in your appearance (clothes should be clean and pressed) • Sport coats/jackets (including denim)/sweaters • Buttoned shirts or blouses • Dress shirts or blouses • Polo or golf style shirts • Turtlenecks • Belted slacks/pants if loops visible • Acceptable footwear includes dress shoes or casual shoes, such as leather- like suede or loafer styles. Boots are also acceptable. Tennis shoes and/or athletic shoes should be coordinated with professional dress. 	<ul style="list-style-type: none"> • Denim (jeans, shirts, skirts, and dresses); This also includes colored denim (Jeans are only acceptable on days designated by the principal as student/faculty spirit days, and are expected to be worn with spirit shirts. Be sure that jeans worn to the work place fit appropriately, are not torn or overly faded and do not show signs of excessive wear) • Torn/ripped faded clothing • Leather and / or spandex pants / skirts / dresses • Off the shoulder tops • Shorts (Shorts should only be worn in Physical fitness classes.) • Wind-pants/warm-ups • (Wind-pants / warm-ups should only be worn in Physical fitness classes; T-shirts (acceptable on college/spirit day or for physical fitness classes) • Sweatshirts/Hoodies (acceptable on college/spirit day or for physical fitness classes; hood not to be worn inside building) • Overalls • Visible undergarments • Backless apparel and exposed midriff • Visible tattoos • Any visible body piercing (nose, eyebrow, tongue, etc.), other than earrings (women only and maximum of 3 per year), is not allowed. • Shirts and tops that are not made to be worn out (i.e. shirts or tops with a tail) should be tucked in. • Casual sandals are not appropriate including Velcro and flip-flop type sandals • Flip-flops are not acceptable.

		<ul style="list-style-type: none"> • Unnatural hair colors are not permitted. • Hats may not be worn inside the building except as designated by the principal.
	Acceptable	Non-Acceptable
Men	<ul style="list-style-type: none"> • Collared shirts, such as polo style, oxford style or dress shirts • Full-length slacks/pants • Khaki pants • Socks worn with all footwear • Shirts should be worn tucked in • Acceptable sweater styles include pullover and cardigan styles 	<ul style="list-style-type: none"> • T-shirts • Sweatshirts/Hoodies • Banded-Bottom shirts • Casual sandals are not appropriate • Flip-flops are not acceptable. • No Earing's
Women	<ul style="list-style-type: none"> • Dress/jumpers • Pants/Slacks • Pantsuits • Earing's (maximum of 3) • Blouses/sweaters/knit tops • Clothing should convey a professional image by being coordinated, modest and appropriate for a business setting • Collared or uncollared shirts and tops may be pullover or button style • Split skirts that look like a skirt in the front • Skirts should be of a modest, professional length, falling at or just above the knee. Skirts or any clothes that are too tight, too short or too revealing are not appropriate for the workplace. • Capri pants as long as they are below the knee and professional looking • Leggings as long as they are worn under a skirt, dress, top or sweater that comes to mid-thigh. • Appropriate shoes include dress shoes or pumps; leather-like, suede or loafer-style shoes; and boots • Closed-toed slide styles are also acceptable (open-toed shoe with a dress appearance and/or a dress heel is acceptable) 	<ul style="list-style-type: none"> • Low-fitting, "hip-hugger" pants are not appropriate for a business setting. • Dress/skirts more than 3 inches above kneecap • Spaghetti-strap dress/tops • Slits higher than 3 inches above the kneecap • Low cut/tight/revealing clothing • Casual sandals are not appropriate • Flip-flops are not acceptable.

The principal or supervisor may approve variations in the dress code for special situations such as field day, spirit day, workday, etc. and for those individuals whose responsibilities may necessitate an alternate form of dress, such as physical education teachers. Jeans may only be worn on a workday or a spirit day where students are allowed to wear jeans. Shorts may only be worn in the physical educational classroom and must be no higher than three inches from the top of the kneecap. Professional dress is always required in the classroom.

7.7 Prohibition of Discrimination, Harassment, and Retaliation

ILTexas prohibits discrimination, including harassment, of a co-worker or student based upon race, color, national origin, religion, sex, disability, veteran status, age, genetic information, or any other basis prohibited by law. While acting in the course of their employment, employees shall not engage in prohibited discrimination or harassment of other persons including Board members, vendors, contractors, volunteers, or parents.

Prohibited discrimination or harassment is defined as unwelcome conduct that is based on race, color, religion, sex (including pregnancy), national origin, age (40 or older), disability, or genetic information. Harassment becomes unlawful where:

1. Enduring the offensive conduct becomes a condition of continued employment; or
2. The conduct severe or pervasive enough to create a work environment that a reasonable person would consider intimidating, hostile, or abusive.

Petty slights, annoyances, and isolated incidents (unless extremely serious) will not rise to the level of prohibited discrimination or harassment. To be unlawful, the conduct must create a work environment that would be intimidating, hostile, or offensive to reasonable people.

Prohibited and offensive conduct can include, but is not limited to, offensive jokes, slurs, epithets, or name-calling; physical assaults or threats; intimidation; ridicule or mockery; insults or put-downs; offensive objects or pictures; and/or interference with work performance. Harassment can occur in a variety of circumstances, including but not limited to the following:

1. The harasser can be the victim's supervisor, a supervisor in another area, an agent of the school, a co-worker, or a non-employee.
2. The victim does not have to be the person harassed, but can be anyone affected by the offensive conduct.
3. Unlawful harassment may occur without economic injury to, or discharge of, the victim.

Sexual Harassment

Sexual harassment also constitutes discrimination. Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature when the conduct explicitly affects the individual's employment, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive work environment. Sexual harassment can occur in a variety of circumstances, including but not limited to:

1. The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
2. The harasser can be the victim's supervisor, an agent of ILTexas, a supervisor in another area, a co-worker, or a non-employee.
3. The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
4. Unlawful sexual harassment may occur without economic injury or discharge of the victim.
5. The harasser's conduct must be unwelcome.

Examples of sexual harassment may include sexual advances; touching intimate body parts; coercing or forcing a sexual act on another; jokes or conversations of a sexual nature; and other sexually motivated conduct, communication, or contact.

Employees shall not engage in conduct constituting sexual harassment.

Retaliation

ILTexas strictly prohibits retaliation against a student, parent, or an employee who in good faith reports or complains about discrimination, harassment, or other prohibited conduct, or who serves as a witness or otherwise participates in an investigation. Employees who take part in any retaliatory action will be subject to discipline, up to and including termination. Retaliation may include, but is not limited to: demotion, denial of promotion, poor performance appraisals, transfer, and assignment of demeaning tasks or taking any kind of adverse actions against a person who complains about discrimination or harassment.

An employee who intentionally makes a false claim, offers false statements, or refuses to cooperate with an ILTexas investigation regarding harassment or discrimination is subject to appropriate discipline, up to and including termination.

Reporting Procedures

An employee who believes that he or she has experienced prohibited discrimination or harassment, retaliation, or believes that another employee has experienced such prohibited conduct, should immediately report the alleged acts. The employee may report the alleged acts to his or her supervisor, Principal, the Executive Director of Human Resources, or the designated Chief Equity Officer.

Reports of prohibited discrimination or harassment shall be made as soon as possible after the alleged act or knowledge of the alleged act. Failure to promptly report may impair ILTexas' ability to investigate and address the prohibited conduct.

Any ILTexas supervisor who receives a report of prohibited discrimination or harassment shall immediately notify the designated Chief Equity Officer, and take any other steps required by ILTexas policy.

Conducting the Investigation

ILTexas recognizes all official complaints as a serious matter and will follow through with an appropriate and timely investigation of the allegations. All complaints will be investigated. An investigation may be conducted by the Chief Equity Officer or designee, or by a third party designated by ILTexas, such as an attorney. At no time will employees who file a complaint be required or allowed to handle the problem themselves.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

To the greatest extent possible, ILTexas will respect the confidentiality of the complainant, persons against whom a report is filed, and witnesses. The purpose of this is to maintain impartiality to the extent possible. Both the complaining individual and the alleged harasser have equal privacy rights under the law. However, limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Corrective Action

ILTexas will take prompt, effective action to end any harassment and to deter future harassment. After all the circumstances of the complaint, including responses of the alleged perpetrator and witnesses, have been documented, a determination will be made as to whether or not discrimination or harassment has occurred. Prompt corrective action, if warranted, will follow immediately. This may include discipline or termination of the perpetrator or the complainant in the case that a falsified and malicious complaint was discovered and substantiated. The complainant and other persons directly involved will be provided notice of ILTexas' disposition in the matter.

Either the complaining employee or the alleged harasser has the right to appeal the determination of the investigation to the Board of Directors if he or she indicates so in writing, and delivers the appeal to the Superintendent within ten calendar days of the determination.

ILTexas accepts no liability for harassment of one employee by another employee.

7.8 Discrimination and Harassment of Students

Discrimination and harassment of students by employees are forms of discrimination and are prohibited by law. Employees who suspect a student may have experienced prohibited harassment are obligated to report their concerns to the Principal or other appropriate administrator. All allegations of prohibited harassment of a student by an employee or adult will be promptly investigated. An employee who knows of or suspects child abuse or neglect must also report his or her knowledge or suspicion to the appropriate authorities, as required by law.

ILTexas will take appropriate disciplinary action against employees or students who have engaged in discrimination or harassment of students, up to and including termination of employment.

Retaliation against anyone involved in the complaint process is a violation of ILTexas policy and acts of retaliation may result in disciplinary action, up to and including termination.

Sexual Harassment of Students

Sexual harassment of students includes any unwelcome verbal or physical sexual advances, including but not limited to engaging in sexually oriented conversations; making comments about a student's potential sexual performance; requesting details of a student's sexual history; requesting a date, sexual contact, or any activity intended for the sexual gratification of the employee; engaging in conversations regarding the sexual problems, preferences, or fantasies of either party; inappropriate hugging, kissing, or excessive touching; suggestions that a romantic relationship is desired after the student graduates, including post-graduation plans for dating or marriage; telephoning or texting students at home or elsewhere to solicit unwelcome social relationships; physical contact that would reasonably be construed as sexual in nature; threatening or enticing students to engage in sexual behavior in exchange for grades or other school-related benefit; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct when the conduct affects the student's ability to participate in or benefit from a program or activity; or conduct of a sexual nature that creates an intimidating, threatening, hostile or offensive educational environment.

Sexual harassment of students by employees is always a violation of law and will result in appropriate disciplinary action up to and including termination from employment and referral to appropriate law enforcement authorities.

ILTexas employees are generally encouraged to report an action or suspected action that is illegal or in violation of any adopted Board policy. Good faith reports may be made without fear of reprisal.

Any sexual or romantic relationship between a student and an ILTexas employee is always prohibited, even if consensual.

7.9 Personal Use of Technology

ILTexas' technology resources, including its network, computer systems, e-mail accounts, devices connected to its networks, and all school-owned devices used on or off school property, are primarily for administrative and instructional purposes. Limited personal use may be permitted if the use:

- Imposes no tangible cost to ILTexas.
- Does not unduly burden ILTexas' technology resources.
- Has no adverse effect on job performance or a student's academic performance.

Employee access to ILTexas' technology resources will terminate upon the last day of employment with ILTexas. Employees with questions about technology resources may contact the Technology Department.

7.10 Social Media and Personal Electronic Devices

Employees have a right to participate in social networking sites, blogs, forums, etc. as individuals in the community. However, employees should not post anything that would violate student confidentiality or the professionalism and ethical conduct of ILTexas employees. Employees are encouraged to adhere to the following guidelines when engaging in activity on social media:

1. Be respectful of the privacy and dignity of your co-workers, and do not post student photographs without appropriate authority.
2. Do not "friend" students on your personal social media page unless you have an appropriate out-of-school relationship with the student such as relatives, church, scouts, or other activity that would be appropriate for such informal communication.
3. Do not create a link from your blog, website, or other social networking site to a School website without identifying yourself as a School employee.
4. Do not infringe on ILTexas' logos, taglines, slogans, trademarks, or other symbols.
5. Harassing, obscene, defamatory, threatening, or other offensive content must be avoided.
6. Maintain the confidentiality of ILTexas trade secrets and private or confidential information concerning ILTexas employees, students, and/or agents that is obtained from ILTexas' files or records in the course of employment. Do not post internal reports or other business-related confidential communications.
7. Respect all copyright and other intellectual property laws. For ILTexas' protection, as well as your own, it is critical that you show proper respect for the laws governing copyright, fair use of copyrighted material owned by others, trademarks, and other intellectual property, including ILTexas' own copyrights, trademarks, and brands.
8. The employee may not set up or update the employee's personal social network page(s) using ILTexas' computers, network, or equipment.
9. The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct school business.

If an employee's use of social media violates state or federal law or ILTexas policy, or interferes with the employee's ability to effectively perform his or her job duties or adversely impacts ILTexas and its service

to students and parents (as solely determined by ILTexas), the employee is subject to disciplinary action, up to and including termination of employment.

Electronic Communications with Students

“Electronic Communication” includes any communication facilitated by the use of any electronic device, including a cellular telephone, computer, computer network, personal data assistant, or pager, and includes e-mail, text message, instant message, and any communication made through an internet website, including a social media website or social networking website.

Employees shall not engage in inappropriate electronic communications with students. Employees should not “friend” students on their personal social media pages unless they have an appropriate out-of-school relationship with the student such as relatives, church, scouts, or other activity that would be appropriate for such informal communication. Employees may elect to not disclose to a student the employee’s personal telephone number or e-mail address.

Employees shall immediately notify the Principal or other appropriate school administrators concerning an incident in which a student engages in improper communications with an employee. A report should include a summary of the student’s communication, as well as the time, date, and method of communication. See Part 10 for more guidance and policy regarding teacher communication/content with students.

7.11 Sales and Solicitations

In the interest of maintaining an efficient, safe, orderly and productively work environment, ILTexas’ general policy is to prohibit solicitations of products or services by anyone on the premises. Under no circumstances may an employee disturb the work of others to solicit or distribute literature to other employees during working time.

7.12 Public Relations/Media

The Board of Directors has designated the PR/Communications department, as the official spokesperson for media questions and public relations. Any official statements from ILTexas to the media are to be handled through the PR/Communications Office or designee only.

7.13 Employee Involvement

All staff members are encouraged to attend ILTexas functions. Additionally, appropriate staff members must attend student related meetings and functions including, but not limited to: parent meetings and conferences, open houses, scheduled faculty/staff meetings, and ARD meetings. As part of the school’s planning and decision-making process, employees may either be asked or elected to serve on advisory committees.

7.14 Faculty/Staff Meetings

Employees are expected to attend regularly scheduled meetings whenever deemed necessary. Any absence from a meeting must have prior approval. An absent employee is expected to contact his/her supervisor for meeting details.

PART 8: EMPLOYEE HEALTH AND SAFETY

8.1 Accident Reporting

Employees shall report any on-the-job injury or accident immediately to their supervisor. Supervisors must notify the Benefits Coordinator within 24 hours of notification of an occurrence. If an employee fails to report the accident within 30 days of the incident, the claim may be denied by the Texas Department of Insurance – Division of Workers’ Compensation. The employee’s supervisor and/or the appropriate management personnel shall conduct a thorough investigation, involving the employee and any witnesses that observed the injury or accident. The employee’s supervisor and/or appropriate management personnel will ensure corrective action is taken to avoid a recurrence of the accident.

8.2 Alcohol and Drug-Abuse Prevention

ILTexas is committed to maintaining an alcohol-and drug-free environment and will not tolerate the use of alcohol or illegal drugs in the workplace or at school-related or school-sanctioned activities on or off school property. Employees who possess, distribute, use, or are under the influence of alcohol or illegal drugs as defined by the Texas Controlled Substances Act during working hours or while representing ILTexas may be dismissed. ILTexas’ policy regarding employee alcohol and/or drug use is as follows:

DRUG-FREE WORKPLACE NOTICE

ILTexas explicitly prohibits:

- The unlawful manufacture, distribution, dispensation, possession, or use of narcotics or other illegal drugs, alcohol, or prescription medications without a prescription on ILTexas premises or while attending an ILTexas-sponsored or school-related activity.
- Being impaired or under the influence of legal or illegal drugs or alcohol away from school property, if such impairment or influence adversely affects the employee’s work performance, the safety of the employee or of others, or puts at risk ILTexas’ reputation.
- Possession, use, solicitation for, or sale of legal or illegal drugs or alcohol away from ILTexas property, if such activity or involvement adversely affects the employee’s work performance, the safety of the employee or of others, or puts at risk ILTexas’ reputation.
- The presence of any detectable amount of prohibited substances in the employee’s system while at work, on ILTexas property, or while attending a school-sponsored or school-related activity. “Prohibited substances” include illegal drugs, alcohol, or prescription drugs not taken in accordance with a prescription given to the employee.

Employees who violate this policy are subject to disciplinary sanctions, which may include:

- Referral to drug and alcohol counseling or rehabilitation programs;
- Referral to employee assistance programs;
- Termination from employment; and/or
- Referral to appropriate law enforcement officials for prosecution.

As a condition of employment with ILTexas, each employee shall abide by the terms of the requirements and prohibitions set out in this statement and shall notify ILTexas of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction. Within 30 days of receiving such notice, ILTexas shall either (1) take appropriate personnel action against the employee, up

to and including termination; or (2) require the employee to participate satisfactorily in drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health agency, law enforcement agency, or other appropriate agency.

In addition, ILTexas will conduct drug and/or alcohol testing under any of the following circumstances:

- *For-Cause Testing*: ILTexas may ask an employee to submit to a drug and/or alcohol test at any time it has reason to suspect that the employee may be under the influence of drugs or alcohol, including, but not limited to, the following circumstances: evidence of drugs or alcohol on or about the employee's person or in the employee's vicinity; unusual conduct on the employee's part that suggests impairment or influence of drugs or alcohol; negative performance patterns; or excessive and unexplained absenteeism or tardiness.
- *Post-Accident Testing*: Any employee involved in an on-the-job accident or injury under circumstances that suggest possible use or influence of drugs or alcohol in the accident or injury event may be asked to submit to a drug and/or alcohol test. This includes not only the employee who was or could have been injured, but also any employee who potentially contributed to the accident or injury event in any way.
- *Pre-Employment Testing*: ILTexas may perform pre-employment drug or alcohol testing after an offer of employment is made and accepted.

All reports by ILTexas regarding drug or alcohol testing results shall be kept strictly confidential but may be used as the basis for disciplinary action or other action regarding employment status.

If an employee is tested for drugs or alcohol outside of the employment context and the results indicate a violation of this policy, or if an employee refuses a request to submit to testing under this policy, the employee may be subject to appropriate disciplinary action, up to and possibly including termination. In such a case, the employee will be given an opportunity to explain the circumstances prior to any final employment action becoming effective.

Employees with Commercial Driver's License: Any employee whose duties require a commercial driver's license (CDL) is subject to drug and alcohol testing. This includes all drivers who operate a motor vehicle designed to transport 16 or more people, counting the driver; drivers of large vehicles; or drivers of vehicles used in the transportation of hazardous materials. Teachers, coaches, or other employees who primarily perform duties other than driving are subject to testing requirements when their duties include driving.

Drug testing will be conducted before an individual assumes driving responsibilities. Alcohol and drug tests will be conducted at random when reasonable suspicion exists, and as a follow-up measure. Testing will be conducted immediately following accidents. Return-to-duty and follow-up testing will be conducted if an employee who has violated the prohibited alcohol conduct standards or tested positive for alcohol or drugs is allowed to return to duty. If the employee has more than one accident or moving violations, the employee may be recommended for termination immediately.

Employees with questions or concerns relating to alcohol and drug policies and related educational material should contact the Director of Human Resources.

8.3 Asbestos Management Plan

ILTexas is committed to providing a safe environment for employees. An accredited management planner has developed an asbestos management plan for school facilities. A copy of ILTexas' management plan is available for inspection during normal business hours by contacting the Facilities Office.

8.4 Communicable Diseases

The following information will provide simple and effective precautions against the transmission of a communicable disease for all personnel who are potentially exposed to the bodily fluids of any person. No distinction is made between bodily fluids from persons with a known disease or those from persons without symptoms or with an undiagnosed disease.

The term “bodily fluids” includes: blood, semen, drainage from scrapes and cuts, feces, urine, vomitus, respiratory secretions and saliva. Contact with bodily fluids presents a risk of infection with a variety of germs. In general, however, the risk is very low and dependent on a variety of factors including the type of fluid with which contact is made and the type of contact made with it.

Transmission of communicable disease is more likely to occur from contact with infected bodily fluids of unrecognized carriers than from contact with fluids from diagnosed individuals, because simple precautions are not always carried out.

To avoid contact with bodily fluids, the following precautions should be observed:

- Avoid direct skin contact with bodily fluids. This also includes the mucous membranes (e.g. eyes, nose, and mouth);
- Wear disposable gloves when contact with bodily fluids is anticipated (e.g. when treating bloody noses; open cuts, abrasions and other lesions; handling contaminated clothing; and cleaning up body fluid spills);
- Always practice good personal hygiene through proper hand washing techniques;
- Request assistance from a custodian for proper cleaning of all bodily fluid spills.

8.5 Hazard Communication Act

ILTexas is concerned about the safety of all employees and will perform the following duties in compliance with the Texas Hazard Communication Act:

- Post and maintain the notice promulgated by the Texas Department of State Health Services (“TDSHS”) in the workplace.
- Provide an education and training program for employees using or handling hazardous chemicals under normal operating conditions or foreseeable emergencies.
- Maintain the written hazard communication program and a record of each training session to employees, including the date, a roster of the employees who attend, the subjects covered in the training session, and the names of the instructors. Records will be maintained for at least five years.
- Compile and maintain a workplace chemical list that includes required information for each hazardous chemical normally present in the workplace or temporary workplace in excess of 55 gallons or 500 pounds, or as determined by the TDSHS for certain highly toxic or dangerous hazardous chemicals. The list will be readily available to employees and their representatives.
- Update the list as necessary, but at least by December 31 each year, and maintain the list as required by law. Each workplace chemical list shall be dated and signed by the person responsible for compiling the information.
- As required by law, label new or existing stocks of hazardous chemicals with the identity of the chemical and appropriate hazard warnings, if such stocks are not already appropriately labeled.
- Maintain a legible copy of the most current manufacturer’s material safety data sheets (“MSDS”) for each hazardous chemical; request such sheets from the manufacturer if not already provided or

otherwise obtain a current MSDS; make such sheets readily available to employees or their representatives on request.

- Provide employees with appropriate personal protective equipment.

The Superintendent shall notify employees of any planned pest control treatment by both of the following methods:

- Posting the sign provided by the certified applicator or technician in an area of common access the employees are likely to check on a regular basis at least 48 hours before each planned treatment.
- Providing the official Structural Pest Control Service Consumer Information Sheet to any individual working in the building, on request.

8.6 Occupational Safety and Health Administration (“OSHA”) Statement

ILTexas strives to reduce dangers to health and safety by creating and maintaining improved working conditions, free from recognized hazards that might cause serious physical injury. In accordance with the Occupational Safety and Health Act (“OSHA”), ILTexas maintains a log of all occupational injuries and illnesses, and asks that employees report such injuries and illnesses within 48 hours to Frank Crabill, Director of Facilities and Maintenance, so these occurrences will be reported within a lawful period of time to the nearest OSHA office.

As employees of ILTexas:

- You have the right to notify ILTexas or OSHA about workplace hazards. You may ask OSHA to keep your name confidential.
- You have the right to request an OSHA inspection if you believe that there are unsafe and unhealthful conditions in your workplace. You or your representative may participate in that inspection.
- You can file a complaint with OSHA within 30 days of retaliation or discrimination by ILTexas Texas for making safety and health complaints, or for exercising your rights under the OSHA Act.
- You have a right to see OSHA citations issued ILTexas. ILTexas must post the citations at or near the place of the alleged violation.
- ILTexas must correct workplace hazards by the date indicated on the citation, and must certify that these hazards have been reduced or eliminated.
- You have the right to copies of your medical records and records of your exposures to toxic and harmful substances or conditions.
- ILTexas must post this notice in your workplace.
- You must comply with all occupational safety and health standards issued under the OSHA Act that apply to your own actions and conduct on the job.

As your employer:

- ILTexas must furnish all employees a place of employment free from recognized hazards.
- ILTexas must comply with the occupational safety and health standards issued under OSHA.

If you would like more information regarding your OSHA rights or additional information, visit www.osha.gov or call 1-800-321-OSHA.

8.7 Reporting Serious Injuries

Within eight hours after the death of any employee from a work-related incident or the in-patient hospitalization of three or more employees as a result of a work-related accident, ILTexas will orally report the fatality/multiple hospitalization by telephone or in person to the Area Office of the Occupational Safety and Health Administration (“OSHA”), Department of Labor, that is nearest to the site of the incident. If the Area Office is not reachable, the school may use the OSHA toll-free central telephone number, 1-800-321-6742.

Reporting Procedures

ILTexas will utilize the required OSHA forms to document and log each recordable injury or illness. This information will be kept current, maintained accurately, and retained for a period of five years.

8.8 Searches

ILTexas reserves the right to conduct searches to monitor compliance with rules concerning safety of employees, security of company and individual property, drugs and alcohol, and possession of other prohibited items. “Prohibited items” include illegal drugs, alcoholic beverages, prescription drugs or medications not used or possessed in compliance with a current valid prescription, weapons, any items of an obscene, harassing, demeaning, or violent nature, and any property in the possession or control of an employee who does not have authorization from the owner of such property to possess or control the property. “Control” means knowing where a particular item is, having placed an item where it is currently located, or having any influence over its continued placement. In addition to the school’s premises ILTexas may search employees, their work areas, lockers, personal vehicles (if driven or parked on school property), and other personal items such as bags, purses, briefcases, backpacks, lunch boxes, and other containers. In requesting a search, ILTexas is by no means accusing anyone of theft, some other crime, or any other variety of improper conduct.

There is no general or specific expectation of privacy in the school workplace, either on school or elsewhere while on duty. In general, employees should assume that what they do while on duty or on school premises is not private. All employees and all of the areas listed above are subject to search at any time; if an employee uses a locker or other storage area at work, including a locking desk drawer or locking cabinet, ILTexas will either furnish the lock and keep a copy of the key or combination, or else allow the employee to furnish a personal lock, but the employee must give the school a copy of the key or combination. The areas in question may be searched at any time, with or without the employee being present. As a general rule, with the exception of items relating to personal hygiene or health, no employee should ever bring anything to work or store anything at work that he or she would not be prepared to show and possibly turn over to school officials and/or law enforcement authorities.

All ILTexas employees are subject to this policy. However, any given search may be restricted to one or more specific individuals, depending upon the situation. Searches may be done on a random basis or based upon reasonable suspicion. “Reasonable suspicion” means circumstances suggesting to a reasonable person that there is a possibility that one or more individuals may be in possession of a prohibited item as defined above. Any search under this policy will be done in a manner protecting employee privacy, confidentiality, and personal dignity to the greatest extent possible. ILTexas will respond severely to any unauthorized release of information concerning individual employees.

No employee will ever be physically forced to submit to a search. However, an employee who refuses to submit to a search request by the school will face disciplinary action, up to and possibly including immediate termination of employment.

8.9 Tobacco Products and E-Cigarettes

State law prohibits smoking, using tobacco products, or e-cigarettes on all school-owned property and at school-related or school-sanctioned activities, on or off school property. This includes all buildings, playground areas, parking facilities, and facilities used for athletics and other activities. Drivers of school-owned vehicles are prohibited from smoking, using tobacco products, or e-cigarettes while inside the vehicle. Notices stating that smoking is prohibited by law and punishable by a fine are displayed in prominent places in the school building. Any violation of this policy may result in immediate termination.

For purposes of this policy, “e-cigarette” means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. This also includes any and all vapors, inhalants, electronic cigarette devices or other devices or paraphernalia used with vapors, other inhalants or chemicals.

All personnel shall enforce this policy on ILTexas property.

8.10 Weapon & Firearms Possession

Texas Penal Code section 46.03, prohibits firearms, illegal knives, clubs or any prohibited weapon on the physical premises of a school, any grounds or building on which an activity sponsored by a school is being conducted, or school vehicle. Any violation of this policy by an ILTexas employee may result in immediate termination. To ensure the safety of all persons, employees who observe or suspect a violation of this prohibition should report it immediately to their supervisor.

8.11 Workplace Safety

ILTexas has developed and promotes a comprehensive program to ensure the safety of its employees, students, and visitors. The safety program includes guidelines and procedures for responding to emergencies and activities to help reduce the frequency of accidents and injuries. To prevent or minimize injuries to employees, coworkers, and students and to protect and conserve school equipment, employees must comply with the following requirements:

- Observe all safety rules.
- Keep work areas clean and orderly at all times.
- Immediately report all accidents to their supervisor.
- Operate only equipment or machines for which they have training and authorization.

Employees with questions or concerns relating to safety programs and issues can contact their supervisor.

Employees who violate safety standards, cause hazardous or dangerous situations, or fail to report or, where appropriate, remedy such situations, may be subject to disciplinary action, up to and including termination of employment.

8.12 Workplace Violence Prevention

ILTexas is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, ILTexas has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on school property.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, “horseplay,” or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are at all times prohibited without proper authorization.

Conduct that threatens, intimidates, or coerces another employee, student, or member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of discrimination and/or harassment.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor or any other member of management. This includes threats by employees, students, vendors, solicitors, or other members of the public. When reporting a threat of violence, please be specific and as detailed as possible.

All suspicious individuals or activities should be reported as soon as possible to a supervisor. Do not attempt to interfere in a disturbance unless it is reasonably safe to do so.

ILTexas will promptly and thoroughly investigate all reports or threats of violence and suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety, and the integrity of its investigation ILTexas may suspend employees, either with or without pay, pending investigation. Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

8.13 Video Surveillance

ILTexas is charged with the responsibility of caring for students. Maintaining safe and efficient schools is critical to fulfilling this responsibility. ILTexas reserves the right to conduct surveillance in its facilities and offices when such surveillance is in the best interest of the school, its students, or its employees, such as for possible problems with student abuse, theft, drugs, alcohol or other serious misconduct. Therefore, employees are on notice that they should have no expectation of personal privacy while at work and all schools and school facilities are subject to surveillance, including parking lots. Surveillance may be by electronic means or direct human involvement. Surveillance methods may be visible or may be concealed. Periods of surveillance may or may not be announced at the option of ILTexas. No employee shall initiate surveillance of any kind without express approval of the Superintendent. Technical assistance with surveillance may be sought from local law enforcement agencies in conducting surveillance and surveillance results may be shared with local law enforcement agencies when possible criminal action is indicated.

PART 9: MISCELLANEOUS PROVISIONS

9.1 Emergencies

All employees should be familiar with the evacuation diagrams posted throughout the school. Fire, tornado, and other emergency drills will be conducted to familiarize employees and students with evacuation procedures. Fire extinguishers are located throughout all school buildings. Employees should know the location of these devices and how to use them.

School Closures

ILTexas may close because of bad weather or emergency conditions. When such conditions exist, the Superintendent will make the official decision concerning school closures. When it becomes necessary to open late or to release students early, local media will be informed and every effort will be made to contact all staff and students through the school's emergency broadcast system.

9.2 External Inquiries

Employees should contact, ILTexas Chief Legal Officer, regarding all employee related legal matters and external inquiries. This includes all inquiries, notices or other communication from attorneys, prospective employers or others regarding employees or former employees, whether verbal or written. It also includes, but is not limited to:

- Any Charges of Discrimination that may come from the Equal Employment Opportunity Commission, Texas Human Rights Commission, or other agencies;
- Any notice or indication of an audit by the U.S. Department of Labor or notification from the Texas Workforce Commission;
- Any OSHA complaints or site visits by OSHA staff members.

No response should be given to external inquiries or notifications except how to contact ILTexas Chief Legal Officer . The Chief Legal Officer should be notified as soon as possible. No employee other than ILTexas Chief Legal Officer may be served with legal papers. Employees who become aware of the attempt to serve legal papers should advise the server of the appropriate agent of record for service of process and notify his or her supervisor and/or ILTexas Chief Legal Officer as soon as possible.

9.3 Family Educational Rights and Privacy Act

Student records are confidential and protected from unauthorized inspection or use. Employees with access to student information and/or performance data will consistently and uniformly maintain the privacy and confidentiality of this information in accordance with the Family Educational Rights and Privacy Act ("FERPA").

9.4 HIPAA

The Health Insurance Portability and Accountability Act of 1996 ("HIPAA") established rules for protecting individual Personal Health Information ("PHI"). HIPAA provides individuals certain rights regarding their PHI, and requires employers and other individuals to adhere to restrictions on how PHI is disclosed. Every employee should respect the rights of others and only disclose PHI about themselves and others to those with a need to know. Disclosure of PHI without the written approval of the individual is a violation of federal law.

9.5 HIV-AIDS and Other Life-Threatening Illnesses

Individuals infected with HIV and individuals with life-threatening illnesses have the same rights and opportunities as other individuals.

Employees are not required to reveal their HIV status to employers. All medical information that an HIV-infected employee provides to medical or management personnel is confidential and private. ILTexas may

not reveal this information without the employee's knowledge and written consent, except as provided by law.

Those with access to confidential information must maintain strict confidentiality and privacy, separating this information from employees' personnel records. Individuals who fail to protect these rights commit a serious offense, which may be cause for litigation resulting in both civil and criminal penalties and may result in disciplinary action, up to and including termination.

Employees who have concerns of a co-worker or student infected with HIV or a life-threatening illness should contact the Benefits Coordinator for appropriate information and reference materials. Employees do not have the right to refuse to work with someone who has HIV or AIDS or any disability. An employee who refuses to work with co-workers or students who have a disability shall be subject to disciplinary or corrective action, up to and including termination.

9.6 Key/Access Device Security

Key and access device security is important because of the nature and value of property on campus. Each employee is responsible for keys issued and losses must be reported immediately. Keys or access devices may not be loaned or duplicated without approval from the campus Principal or supervisor. Employees are required to take all reasonable precautions with the keys issued, and all keys must be accounted for at all times.

9.7 Personal Property

ILTexas recognizes that employees may desire to display mementos pertaining to their families or bring other personal items to work. ILTexas takes no responsibility for the safekeeping of these items. However, should any such personal property be stolen, employees should report the incident to ILTexas. The following guidelines should be observed:

- Safety comes first. No object can interfere with job safety as determined by the Principal.
- Nothing can be displayed that is derogatory (in the opinion of the Principal) to any person or system of beliefs, or that is considered sexually offensive under the reasonable person standard.
- Objects that are inappropriate (in the opinion of the Principal) or that hinder work efforts will not be allowed and must be removed upon request.

9.8 School Property

All employees are responsible for taking proper care of ILTexas owned property, including vehicles, buildings, furnishings, equipment, tools and supplies. School property must remain on the premises at all times unless approved in advance by the Principal or other appropriate administrator. Proper care and maintenance of school-owned vehicles is also required.

The following applies to the usage of any ILTexas-owned vehicle: (1) all doors must be locked when the vehicle is unattended, (2) no unauthorized passengers or merchandise are allowed to be transported, (3) no unauthorized merchandise, and (4) no unauthorized stops may be made.

Employees must return all ILTexas-owned property that is in their possession or control in the event of termination of employment, resignation or layoff immediately upon request.

School employees shall not use school public property for any purpose not described in the ILTexas open-enrollment charter, except that employees may use local telephone service, school-issued cellular phones, electronic mail, Internet connections, and similar property for incidental personal use, if, as determined by school administration, such does not:

- Result in any direct cost paid with state funds, or the charter holder is reimbursed by the employee within five business days for any direct cost incurred;
- Impede charter school functions as determined by the school administration.

Only incidental amounts of employee time, comparable to a five to seven-minute coffee break during each day, may be used for personal matters. This does not authorize incidental personal use of public property for private commercial purposes. Any such incidental use of public property is a privilege not a right, and ILTexas administration may remove or rescind such privilege from time to time on a case-by-case basis for any employee, or all employees.

9.9 Student Issues

Non-Discrimination Statement

ILTexas does not discriminate on the basis of race; religion; color; national origin; sex or gender; disability; academic, artistic, or athletic ability; sexual orientation; pregnancy; marital status; or the district the child would otherwise attend under state law or in providing educational services, activities, and programs, including vocational and career technology programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Administration of Medication

Unless otherwise authorized or described below, school employees and volunteers are prohibited from administering medications to students, including vitamins and food supplements. Medication should be administered outside of school hours, if possible. If necessary, medication can be administered at school under the following circumstances:

- Nonprescription medication brought to school must be submitted by a parent along with a written request. The medication must also be in the original and properly labeled container.
- Prescription medications administered during school hours must be prescribed by a physician or advanced nurse practitioner (“ANP”) and filled by a pharmacist licensed in the State of Texas. Prescriptions ordered or filled in Mexico will not be accepted.
- Prescription medications must be submitted in a labeled container showing the student’s name, name of the medication, reason the medication is being given, proper dosage amounts, the time the medication must be taken, and the method used to administer the medication. Medications sent in plastic bags or unlabeled containers will NOT be administered.
- If the substance is herbal or a dietary supplement, it must be provided by the parent and will be administered only if required by the student’s Individualized Education Program (“IEP”) or Section 504 plan for a student with disabilities.
- Only the amount of medication needed should be delivered to the school, i.e., enough medication to last one day, one week, etc. In cases of prolonged need, send in the amount for a clearly specified period. Extra medication will not be sent home with the student.
- In certain emergency situations, ILTexas may administer a nonprescription medication to a student, but only in accordance with the guidelines developed by the school’s medical advisor and when the parent has previously provided written consent for emergency treatment.

Bullying

ILTexas prohibits bullying of students, as well as retaliation against anyone involved in the complaint process. Bullying means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property,
- (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student,
- (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or school, or
- (4) infringes on the rights of the victim at school.

The definition of bullying includes "cyberbullying," which means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

ILTexas' anti-bullying policy applies to:

- (1) bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- (2) bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- (3) cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. interferes with a student's educational opportunities; or
 - b. substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Any employee or student who believes that he or she may have experienced or witnessed bullying should immediately report the alleged acts to the Principal or designee.

The Principal or designee will notify the victim, the student alleged to have engaged in bullying, and any student witnesses of available counseling options.

The Principal or designee will also provide notice of the incident of alleged bullying to:

- A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
- A parent or guardian of the alleged bully within a reasonable amount of time after the incident.

The Principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited discrimination or harassment, and if so, proceed with an investigation under ILTexas' anti-discrimination and harassment policy instead. The Principal or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The Principal or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred. If the results of an investigation indicated that bullying occurred, the school shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct. ILTexas may take action based on the results of an investigation, even if the school concludes that the conduct did not rise to the level of bullying under this policy.

Discipline for a student who receives special education services for conduct meeting the definition of bullying or cyberbullying must comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). ILTexas may not impose discipline on a student who, after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

The Bullying Report Form is attached to this Handbook in the Appendix.

Parent and Student Complaints

In an effort to hear and resolve parent and student complaints in a timely manner and at the lowest administrative level possible, the Board has adopted orderly processes for handling parent and student complaints. Parents or students may obtain information on this process from the main office or the Principal.

Psychotropic Drugs and Psychiatric Evaluations or Examinations

No ILTexas employee may:

- Recommend that a student use a psychotropic drug;
- Suggest any particular diagnosis; or
- Preclude a student from attending class or participating in a school-related activity if the parent refuses to consent to the administration of a psychotropic drug to a student or to a psychiatric evaluation or examination of a student.

“Psychotropic drug” means a substance that is used in the diagnosis, treatment, or prevention of a disease or as a component of a medication and intended to have an altering effect on perception, emotion, or behavior.

Student Attendance

Teachers and staff should be familiar with the school's policies and procedures for attendance accounting. Contact the Principal for additional information.

Student Conduct and Discipline

Students are expected to follow all classroom and campus rules, and the rules listed in the Student Code of Conduct. Teachers and administrators are responsible for taking disciplinary action based on a range of discipline management strategies that have been adopted by ILTexas. Non-instructional employees with concerns about a particular student's conduct should contact the student's classroom teacher or the Principal.

Student Transportation

Except in limited emergency situations, ILTexas employees are not authorized to transport students in the employee's personal automobile.

Student Welfare: Child Abuse and Neglect Reporting

Any ILTexas officer, employee, agent or volunteer who has cause to believe that a child's physical or mental health or welfare has been adversely affected by abuse or neglect or other maltreatment by any person shall immediately make a report as required by law.

If a professional (i.e., teachers, nurses, doctors, day-care employees, or other mandatory reporters) has cause to believe that a child has been or may be abused, maltreated or neglected, that person shall make a report within 48 hours after the person first suspects the abuse or neglect. The person may not delegate to or rely on another individual to make the report.

If the suspected abuse or neglect involves a person responsible for the custody, care or welfare of the child, the report must generally be made to the Texas Department of Family and Protective Services ("DFPS"). All other reports should be made to any local or state law enforcement agency, the DFPS, the Texas Education Agency (if the abuse or neglect occurred at school), another state agency near where the abuse occurred, or any agency designated by a court as responsible for the protection of children.

A report should reflect the reporter's belief that a child has been or may be abused or neglected or has died of abuse or neglect. The reporter shall identify the following information, if known:

- The name and address of the child;
- The name and address of the person responsible for the care, custody, or welfare of the child; and
- Any other pertinent information concerning the alleged or suspected abuse or neglect.

All reports of abuse shall be reported to the Principal or designee contemporaneous to the report mandated by law.

Any person who makes such a report, or assists in the investigation of a report of child abuse or neglect in good faith, is immune from any criminal or civil liability that might otherwise be incurred or imposed. Authorized officials from the above agencies shall be permitted to conduct the required interview with the child at the school with or without the consent of the parent or guardian. ILTexas will fully cooperate with all official investigations of abuse or neglect.

ILTexas or its agents may not suspend or terminate the employment of, or otherwise discriminate against, a professional employee who, in good faith:

- Reports child abuse or neglect to:
 - The employee's supervisor,
 - An administrator of the facility where the employee works,
 - A state regulatory agency,
 - A law enforcement agency; or
- Initiates or cooperates with a governmental investigation or proceeding relating to an allegation of child abuse or neglect.

A person who reports his or her own abuse or neglect of a child or who acts in bad faith or with malicious purpose in reporting alleged child abuse or neglect may be subject to criminal prosecution.

The toll free number for the Texas Child Abuse Hotline is 1-800-252-5400.

In addition to the duty to report described above, a person or professional shall make a report if he or she has cause to believe that an adult was a victim of abuse or neglect as a child and the person or professional

determines in good faith that disclosure of the information is necessary to protect the health and safety of another child. Such a report must be made within 48 hours, and the duty to make a report cannot be delegated.

Employee Training: ILTexas shall provide training for all new and existing employees on awareness of issues regarding child abuse and reporting, sexual abuse prevention, sex trafficking, bullying and David's law, and other maltreatment of children, including prevention techniques for and recognition of child abuse, sex trafficking, and other maltreatment of children.

Student Welfare: Computer Technician Reports of Child Pornography

Any computer technician employed by ILTexas who, in the course and scope of employment or business with ILTexas, views an image on a computer that is or appears to be child pornography must immediately report the discovery to a local or state law enforcement agency or the Cyber Tipline at the National Center for Missing and Exploited Children. The report must include the name and address of the owner or person claiming a right to possession of the computer, if known, and as permitted by federal law.

Except in a case of willful or wanton misconduct, a computer technician may not be civilly liable for reporting or failing to report the discovery of an image. A computer technician who intentionally fails to report an image may be subject to criminal prosecution.

9.10 Use of Personal Vehicles

Employees conducting ILTexas-related business in their personal vehicles are expected to be in compliance with all state laws related to vehicle insurance coverage requirements. If involved in an accident while on school-related business, personal vehicle insurance takes precedence.

9.11 Visitors in the Workplace

All visitors are expected to enter any school facility through the main entrance and sign in or report to the main office. Authorized visitors will receive directions or be escorted to their destination. Employees who observe an unauthorized individual on school premises should immediately direct him or her to the building office or contact the administrator in charge.

ILTexas may establish an electronic database for the purpose of storing information concerning school visitors. Such database may only be used for purposes of school security, and may not be sold or otherwise disseminated to a third party for any purpose. ILTexas may also verify whether any visitor to a campus is a sex offender registered with the computerized central database maintained by the Department of Public Safety, or any other database accessible by ILTexas.

PART 10: EMPLOYEE ACCEPTABLE USE POLICY

Technology Resources

ILTexas' technology and information resources, including its networks, computer systems, email accounts, devices connected to its networks, and all ILTexas-owned devices used on or off school property, are primarily for administrative and instructional purposes.

Limited personal use is permitted if the use:

- Imposes no tangible cost to ILTexas;

- Does not unduly burden ILTexas’ technology resources; and
- Has no adverse effect on job performance or on a student’s academic performance.

Email transmissions and other use of ILTexas’ technology resources are not confidential and can be monitored at any time to ensure appropriate use.

ILTexas may permit remote access to its network from the Internet on a limited basis for authorized staff. Users are expected to maintain the same security standards when operating ILTexas computers or accessing the ILTexas network remotely. Access procedures and passwords are not to be shared with anyone. All policies and rules regarding network use apply to remote access.

Employees who are authorized to use ILTexas’ technology and information resources are required to abide by the provisions of ILTexas’ acceptable use policy and administrative procedures. Failure to do so can result in suspension of access or termination of privileges, and may lead to disciplinary and legal action. Employees with questions about technology and information resources can contact the IT Department.

Network Acceptable Use

ILTexas provides students, staff, volunteers, and Board members access to the ILTexas electronic network. This network includes Internet access, email accounts, computer services, videoconferencing, computer equipment, and related equipment for educational and school-related purposes. This policy contains the rules and procedures for acceptable use of ILTexas’ electronic network. Where the term “user” appears, the policy applies to any network user.

- The ILTexas electronic network has been established for a limited educational purpose and to allow the transaction of ILTexas-related business. The ILTexas electronic network has not been established as a public access service or a public forum. ILTexas has the right to place reasonable restrictions on material that is accessed or posted throughout the network.
- Access is a privilege – not a right.
- It is presumed that users will honor this policy. ILTexas is not responsible for the actions of users who violate this policy.
- ILTexas reserves the right to monitor all activity on its electronic network. Users will indemnify ILTexas for damage caused by users’ inappropriate use of the network.
- Users are expected to follow the same rules, good manners, and common-sense guidelines that are used with other daily school activities, as well as applicable law, in the use of ILTexas’ electronic network.

General Unacceptable Behavior

While utilizing any portion of the ILTexas electronic network, unacceptable behaviors include, but are not limited to:

- Abusing network resources, such as sending chain letters or “spamming.” Emails sent to “all staff” are reserved for the Technology Department and administration. The use of the “all staff” group for other purposes must be approved by the Technology Department prior to sending.
- Attempting to access non-instructional systems, such as student information systems or business systems, without authorization.
- Attempting to circumvent web filtering through proxies or other means.
- Connecting any networkable device (either wired or wireless) to the ILTexas network without authorization. The use of a computer or device brought from home accessing the network in any

way not designated as “guest access.”

- Displaying, accessing, or sending offensive messages or pictures.
- Engaging in activity that may be considered “cyberbullying,” including but not limited to threats of violence, extortion, obscene or harassing messages, harassment, stalking, child pornography, and sexual exploitation.
- Engaging in personal attacks, including prejudicial or discriminatory attacks.
- Gaining unlawful access to information or computer and communication resources.
- Generation, storage, transmission or other use of data or other matter, which is abusive, profane, pornographic, or offensive to a reasonable person.
- Illegal, fraudulent, or malicious activity or activity on behalf of organizations or individuals having no affiliation with ILTexas.
- Installation of any programs or software not approved by ILTexas.
- Intentional introduction of or experimentation with malicious code including but not limited to computer worms or viruses.
- Knowingly or recklessly posting false information about a person or organization.
- Personal use not related to the conduct of work on behalf of ILTexas.
- Posting information that could cause damage or danger of disruption.
- The intentional sending of messages that is likely to harm the recipient’s work or system and any other types of use which could cause congestion of the ILTexas network or otherwise interfere with the work of others. Prohibited uses include, but are not limited to, peer-to-peer applications such as LimeWire, Bit Torrent, or any other file sharing applications, as well as large (>5MB) file transfers from Internet sites without prior permission.
- Transmission of material in violation of applicable copyright laws.
- Unauthorized disclosure, use, or dissemination of personal information regarding students and staff.
- Using criminal speech or speech in the course of committing a crime such as threats against others, instructions on breaking into computer networks, pornography (including child pornography), drug dealing, purchase of alcohol, gang activities, etc.
- Using ILTexas equipment, network, or credential to threaten other users, or cause a disruption to the educational program.
- Using ILTexas equipment, network, or credentials to send or post electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal.
- Using the ILTexas electronic network for commercial or personal business purposes, or offering, providing, or purchasing products or services through the network.
- Using the ILTexas electronic network for political lobbying.
- Using speech that is inappropriate in an educational setting or that violates ILTexas’ standards for employee conduct.

Employees who become aware of a user engaging in inappropriate use of the ILTexas electronic network or who receive any email containing inappropriate content should report the matter immediately to the Technology Department or designee.

No Expectation of Privacy

ILTexas email accounts should be used primarily for school-related purposes. Personal use of ILTexas email accounts is only permitted on a limited basis so long as such personal use does not impede school functions, does not result in any direct cost paid with state funds, is not for private commercial purposes,

and does not involve more than incidental amounts of employee time (time periods comparable to reasonable coffee breaks during the day).

ILTexas owns the rights to all data and files stored on any computer, network, or other information system used at ILTexas and to all data and files sent or received using any ILTexas system, including email, to the extent that such rights are not superseded by applicable laws relating to intellectual property.

ILTexas owns any communication sent via email or that is stored on ILTexas equipment or its cloud accounts. ILTexas employees shall have no expectation of privacy in anything they store, send, or receive on ILTexas' email system or computer equipment or cloud accounts. All communications sent via email or stored on ILTexas equipment may also be subject to the Texas Public Information Act. ILTexas reserves the right to access and/or monitor any material in an employee's email account at any time, without prior notice, as well as any computer equipment used to create, view, or access email. Violations of this policy may lead to disciplinary action, up to and including termination, and could also lead to referrals to appropriate law enforcement authorities.

No ILTexas employee may access another employee's computer, computer files, or email messages without prior authorization from the Technology Department or designee to allow access to email accounts.

System Security

On occasion, ILTexas may need to access its technology and information resources including computer files, electronic-mail messages, and voicemail messages. Employees should understand, therefore, that the employees have no right of privacy with respect to any messages or information created or maintained on ILTexas' electronic network, including personal information or messages. ILTexas may, at its discretion, inspect all files or messages on its electronic network at any time in order to determine compliance with its policies, for purposes of legal proceedings, to investigate allegations of misconduct, to locate information, or for any other business purpose.

Users are responsible for their individual accounts and should take all reasonable precautions to prevent others from being able to use them. Users must not provide their user and access credentials including password(s) to another person. Users must immediately notify the technology department if they have identified a possible security issue, received malicious email/communications, or their account may be compromised. Users should not go looking for security problems, as doing so may be construed as an illegal attempt to gain access.

Users will not attempt to gain unauthorized access to any portion of the ILTexas electronic network. This includes attempting to log in through another person's account or accessing another person's folders, work, or files.

Users will not make deliberate attempts to disrupt ILTexas' electronic network or computer system, or destroy data by spreading computer viruses or by any other means.

Users will not attempt to access Web sites blocked by ILTexas policy, including the use of proxy services, software, or Web sites. Users will not use "sniffing" or remote access technology to monitor the network or other user's activity.

Software and Files

Software is available to users to be used as an educational resource or to conduct school-related business. Users may not install, upload, or download software without permission from the Technology Department or designee. A user's account may be limited or terminated if a user intentionally misuses software on any ILTexas-owned equipment.

Files stored on the network are treated in the same manner as other school storage areas. Routine maintenance and monitoring of ILTexas' electronic network may lead to discovery that a user has violated this policy. Users should not expect that files stored on ILTexas servers are private.

When sharing or storing sensitive information, users must utilize approved network storage devices and applications. Appropriate storage protocols should also be followed.

Technology Hardware

Hardware and peripherals are provided as tools to users for educational purposes and for school-related business. Users are not permitted to relocate hardware (except for portable devices), install peripherals, or modify settings to equipment without permission from the Technology Department or designee.

ILTexas may permit the use of personally-owned computing devices on its network, at the discretion of ILTexas. All "guest" users must comply with administrative regulations governing the use of ILTexas' technology resources and agree to allow monitoring of their usage and to comply with the regulations. Non-compliance may result in suspension of access or termination of privileges and other disciplinary actions consistent with ILTexas policy.

Vandalism

Any malicious attempt to harm or destroy data, the network, other network components connected to the network, hardware, or software will result in cancellation of network privileges. Disciplinary measures in compliance with ILTexas policy will be enforced.

Personal Use of Electronic Media

Electronic media includes all forms of social media, such as text messaging, instant messaging, email, web logs (blogs), electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, Instagram, LinkedIn). Electronic media also includes all forms of telecommunications such as landlines, cell phones, and web-based applications.

As role models for ILTexas' students, employees are responsible for their public conduct even when they are not acting as school employees. Employees will be held to the same professional standards in their public use of electronic media as they are for any other public conduct. If an employee's use of electronic media interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment. If an employee wishes to use a social network site or similar media for personal purposes, the employee is responsible for the content on the employee's page. The employee is also responsible for maintaining privacy settings appropriate to the content.

An employee who uses electronic media for personal purposes shall observe the following:

- The employee may not set up or update the employee’s personal social network page(s) using ILTexas’ computers, network, or equipment.
- The employee shall limit use of personal electronic communication devices to send or receive calls, text messages, pictures, and videos to breaks, meal times, and before and after scheduled work hours, unless there is an emergency or the use is authorized by a supervisor to conduct ILTexas business.
- The employee shall not use ILTexas’ logo or other copyrighted material of ILTexas without express written consent.
- The employee continues to be subject to applicable state and federal laws, local policies, administrative regulations, and the Code of Ethics and Standard Practices for Texas Educators, even when communicating regarding personal and private matters, regardless of whether the employee is using private or public equipment, on or off campus. These restrictions include:
 - Confidentiality of student information, including photos.
 - Confidentiality of health or personnel information concerning colleagues, unless disclosure serves lawful professional purposes or is required by law.
 - Confidentiality of ILTexas records, including educator evaluations and private e-mail addresses.
 - Copyright law.
 - Prohibition against harming others by knowingly making false statements about a colleague or the school system.

Use of Electronic Media and Electronic Communications with Students

Employees given approval by ILTexas may communicate through electronic media with students who are currently enrolled in ILTexas **for educational purposes only**. All other employees are prohibited from communicating with students who are enrolled in ILTexas through electronic media.

An employee is not subject to these provisions to the extent the employee has a social or family relationship with a student. For instance, an employee may have a relationship with a niece or nephew, a student who is the child of an adult friend, a student who is a friend of the employee’s child, or a member or participant in the same civic, social, recreational, or religious organization.

The following definitions apply for the use of electronic media and electronic communications with students:

- *Electronic media* includes all forms of social media, such as text messaging, instant messaging, electronic mail (e-mail), Web logs (blogs), wikis, electronic forums (chat rooms), video-sharing websites (e.g., YouTube), editorial comments posted on the Internet, and social network sites (e.g., Facebook, Twitter, LinkedIn, Instagram). Electronic media also includes all forms of telecommunication such as landlines, cell phones, and web-based applications.
- *Communicate* means to convey information and includes a one-way communication as well as a dialogue between two or more people. A public communication by an employee that is not targeted at students (e.g., a posting on the employee’s personal social network page or a blog) is not a communication: however, the employee may be subject to regulations on personal electronic communications. Unsolicited contact from a student through electronic means is not a communication.

An employee uses electronic media to communicate with students shall observe the following:

- Employees should avoid sending text messages to students. Exceptions may apply for a teacher or other employee who has an extracurricular duty, and then only to communicate with students who participate in the extracurricular activity over which the employee has responsibility. An employee who communicates with a student using text messaging should attempt to include at least one of the student's parents or guardians as a recipient on each text message to the student so that the student and parent receive the same message. Additionally, for each text message addressed to one or more students, the employee must send a copy of the text message to the employee's ILTexas email address.
- Employees shall limit communications to matters within the scope of the employee's professional responsibilities (e.g., for classroom teachers, matters relating to class work, homework, and tests; for an employee with extracurricular duties, matters relating to the extracurricular activity).
- Employees are prohibited from knowingly communicating with students through personal social network pages.
- Employees shall not communicate directly with any student between the hours of 10:00pm and 6:00am, except when necessary to notify students about urgent scheduling or transportation issues. Employees may, however, make public posts to a social network site, blog, or similar application at any time.
- Employees do not have an absolute right to privacy with respect to communications with students and parents.
- Employees continue to be subject to applicable state and federal laws, local policies, administrative regulations, and the Professional Code of Ethics and Standard Practices for Professional Educators including:
 - Compliance with FERPA, including retention and confidentiality of student records; and
 - Copyright law.
- Employees shall not solicit or engage in sexual conduct or a romantic relationship with a student.
- Upon request from ILTexas' administration, an employee will provide the phone number(s), social network site(s), or other information regarding the method(s) of electronic media the employee uses to communicate with any one or more current-enrolled student.
- Upon written request from a parent or student, an employee shall discontinue communicating with a student through email, text messaging, instant messaging, or any other form of one-to-one electronic communication.
- **Employees shall refrain from inappropriate communications with students. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:**
 - The nature, purpose, timing, and amount of the communication;
 - The subject matter of the communication;
 - Whether the communication was made openly or the employee attempted to conceal the communication;
 - Whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - Whether the communication was sexually explicit; and
 - Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities, preferences, or fantasies of either the employee or the student.

Consequences

The guidelines for appropriate use are applicable to all use of school computers and refer to all information resources, whether individually controlled, shared, stand alone, or networked. Disciplinary action for

students, staff, and other users shall be consistent with ILTexas policy and administrative regulation. Violations may result in:

- Suspension of access to school computers and network resources;
- Revocation of access privileges or user accounts; or
- Other school disciplinary or legal action, up to and including termination, in accordance with school policies and applicable laws.

Specific disciplinary measures will be determined on a case-by-case basis.

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APPENDIX – FORMS

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Authorization for Background Check

Texas Education Code § 22.083 authorizes an open-enrollment charter school to obtain the criminal history record of every applicant for employment or volunteer services with the school. Therefore, as part of your application process, please read and sign this form in the space provided below. Your written authorization is necessary for completion of the application process.

I, _____, hereby authorize ILTexas to investigate my background and qualifications for purposes of evaluating whether I am qualified for the position for which I am applying. I understand that ILTexas will utilize an outside firm or firms to assist it in checking such information, and I specifically authorize such an investigation by information services and outside entities of its choice. I also understand that I may withhold my permission and that in such a case, no investigation will be done, and my application for employment will not be processed further.

I understand that ILTexas is authorized to use any source including, but not limited to, consumer reporting agencies, private investigators, and law enforcement agencies. Furthermore, I authorize any of these agencies to release information to me or to ILTexas or ILTexas’ agent(s).

I also hereby acknowledge that I have received a notice that a report may be obtained for employment purposes if applicable. I understand that the information I am providing about age, sex, and ethnicity will not be used to determine my eligibility for employment or volunteer services, but will be used solely for the purpose of obtaining consumer information, including criminal history information. I further understand that information from my consumer report will not be used in violation of applicable Federal or State equal employment opportunity laws.

Employee Signature

Date

Employee’s Name – Printed

Complete Background Check Form on Next Page

**International Leadership of Texas
2020–2021 Criminal History Background Check Form**

Last Name:	
Maiden and/or Other Name:	
First Name:	
Middle Name:	
Driver's License Number:	
State Issuing Driver's License:	
Date of Birth (example 01/23/45):	
Social Security Number:	
Sex:	
Race:	
Current Street Address:	
City:	
State:	
Zip:	

List Where You Have Lived or Worked in the Last Five Years

City/Town	County	State	From	To

Disclosure and Authorization for Consumer Reporting Agency Reports

International Leadership of Texas (“ILTexas”) may obtain a consumer report (commonly known as a background report) from a consumer reporting agency for employment purposes. The consumer report may include information concerning your employment history, education, qualifications, character, general reputation, personal characteristics, criminal record, motor vehicle record, mode of living and/or credit standing, and indebtedness. This information may be obtained from public and/or private sources.

A consumer report and/or an investigative consumer report may be obtained in processing your application for employment, or at any time during your employment period, as authorized by state law and/or the Fair Credit Reporting Act (FCRA). Should an investigative consumer report (a consumer report in which the above types of information are obtained through personal interviews) be requested, you will have the right to obtain a complete and accurate disclosure of the nature and scope of the investigation requested and a written summary of your rights under the FCRA.

In the event that information from a consumer report obtained about you from a consumer reporting agency is used in whole or in part in making an adverse decision with regard to employment, you will be provided with a copy of the consumer report and a description in writing of your rights under the law.

A summary of your rights under the FCRA is also included with this notice. Individuals may request more information about the nature and scope of any investigative consumer reports by contacting the Human Resources Department.

AUTHORIZATION

I have carefully read and understand this Disclosure and Authorization Form and the attached Summary of Rights under the Fair Credit Reporting Act. I hereby authorize ILTexas to obtain and/or its agent(s) to obtain and furnish to ILTexas information related to my background to be used for employment purposes. I hereby authorize any law enforcement agency, institution (including learning institution), information service bureau, credit bureau, record/data repository, court, motor vehicle record agency, employer, military, and other individuals and sources contacted by ILTexas and/or its agent(s) to furnish the information requested by the consumer reporting agency for employment purposes.

I understand and agree that a facsimile or photographic copy of this authorization will be as valid as the original.

I hereby release ILTexas, all its agents and employees, and all other persons, agencies, and entities furnishing information or reports about me from all liability arising out of the request for or release of any of the above-mentioned information or reports.

Applicant/Employee Signature: _____ Date: _____

Printed Name: _____ Date: _____

Summary of Your Rights under the Fair Credit Reporting Act on Next Page

Para información en español, visite www.consumerfinance.gov/learnmore o escribe a la Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under FCRA. **For more information, including information about additional rights, go to www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street N.W., Washington, DC 20552.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your “file disclosure”). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. *See www.consumerfinance.gov/learnmore for additional information.*

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. *See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.*
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete, or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.

- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need – usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.
- **You may limit “prescreened” offers of credit and insurance you get based on information in your credit report.** Unsolicited “prescreened” offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt out with the nationwide credit bureaus at 1-888-5-OPTOUT (1-888-567-8688).
- The following FCRA right applies with respect to nationwide consumer reporting agencies:

Consumers Have the Right To Obtain a Security Freeze

You have a right to place a “security freeze” on your credit report, which will prohibit a consumer reporting agency from releasing information in your credit report without your express authorization. The security freeze is designed to prevent credit, loans, and services from being approved in your name without your consent. However, you should be aware that using a security freeze to take control over who gets access to the personal and financial information in your credit report may delay, interfere with, or prohibit the timely approval of any subsequent request or application you make regarding a new loan, credit, mortgage, or any other account involving the extension of credit.

As an alternative to a security freeze, you have the right to place an initial or extended fraud alert on your credit file at no cost. An initial fraud alert is a 1-year alert that is placed on a consumer’s credit file. Upon seeing a fraud alert display on a consumer’s credit file, a business is required to take steps to verify the consumer’s identity before extending new credit. If you are a victim of identity theft, you are entitled to an extended fraud alert, which is a fraud alert lasting 7 years.

A security freeze does not apply to a person or entity, or its affiliates, or collection agencies acting on behalf of the person or entity, with which you have an existing account that requests information in your credit report for the purposes of reviewing or collecting the account. Reviewing the account includes activities related to account maintenance, monitoring, credit line increases, and account upgrades and enhancements.

- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

TYPE OF BUSINESS:	CONTACT:
<p>1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates</p> <p>b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the CFPB:</p>	<p>a. Consumer Financial Protection Bureau 1700 G Street, N.W. Washington, DC 20552</p> <p>b. Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, N.W. Washington, DC 20580 (877) 382-4357</p>
<p>2. To the extent not included in item 1 above:</p> <p>a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks</p> <p>b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act.</p> <p>c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations</p> <p>d. Federal Credit Unions</p>	<p>a. Office of the Comptroller of the Currency Customer Assistance Group 1301 McKinney Street, Suite 3450 Houston, TX 77010-9050</p> <p>b. Federal Reserve Consumer Help Center P.O. Box 1200 Minneapolis, MN 55480</p> <p>c. FDIC Consumer Response Center 1100 Walnut Street, Box #11 Kansas City, MO 64106</p> <p>d. National Credit Union Administration Office of Consumer Financial Protection (OCFP) Division of Consumer Compliance Policy and Outreach 1775 Duke Street Alexandria, VA 22314</p>
<p>3. Air carriers</p>	<p>Asst. General Counsel for Aviation Enforcement & Proceedings Aviation Consumer Protection Division Department of Transportation 1200 New Jersey Avenue, S.E. Washington, DC 20590</p>
<p>4. Creditors Subject to the Surface Transportation Board</p>	<p>Office of Proceedings, Surface Transportation Board Department of Transportation 395 E Street, S.W. Washington, DC 20423</p>

5. Creditors Subject to the Packers and Stockyards Act, 1921	Nearest Packers and Stockyards Administration area supervisor
6. Small Business Investment Companies	Associate Deputy Administrator for Capital Access United States Small Business Administration 409 Third Street, S.W., Suite 8200 Washington, DC 20416
7. Brokers and Dealers	Securities and Exchange Commission 100 F Street, N.E. Washington, DC 20549
8. Federal Land Banks, Federal Land Bank Associations, Federal Intermediate Credit Banks, and Production Credit Associations	Farm Credit Administration 1501 Farm Credit Drive McLean, VA 22102-5090
9. Retailers, Finance Companies, and All Other Creditors Not Listed Above	Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, N.W. Washington, DC 20580 (877) 382-4357

Authorization for Prior Employer to Release Information

(Please read the following statements, sign below and return to Human Resources)

I, _____, hereby authorize my prior employer, _____, to hereby authorize my prior employer, _____, to release any and all information relating to my employment with them to ILTexas. I further release and hold harmless both ILTexas and my prior employer, from any and all liability that may potentially result from the release and/or use of such information. I understand that any information released by my prior employer will be held in strictest confidence, that it will be viewed only by those involved in the hiring decision, and that neither I nor anyone else not so involved will have the right to see the information.

Employee Signature

Date

Employee's Name – Printed

Drug and/or Alcohol Testing Consent Form and Policy Acknowledgment Form

I hereby agree, upon a request made under the drug/alcohol testing policy of ILTexas, to submit to a drug or alcohol test and to furnish a sample of my urine, breath, and/or blood for analysis. I understand and agree that if I at any time refuse to submit to a drug or alcohol test under any ILTexas policy, or if I otherwise fail to cooperate with the testing procedures, I will be subject to immediate termination. I further authorize and give full permission to have ILTexas and/or its physician send the specimen or specimens so collected to a laboratory for a screening test for the presence of any prohibited substances under the policy, and for the laboratory or other testing facility to release any and all documentation relating to such test to ILTexas and/or to any governmental entity involved in a legal proceeding or investigation connected with the test. Finally, I authorize to disclose any documentation relating to such test to any governmental entity involved in a legal proceeding or investigation connected with the test.

I understand that only duly-authorized ILTexas officers, employees, and agents will have access to information furnished or obtained in connection with the test; that they will maintain and protect the confidentiality of such information to the greatest extent possible; and that they will share such information only to the extent necessary to make employment decisions and to respond to inquiries or notices from government entities.

I will hold harmless ILTexas, its physician, and any testing laboratory that it might use, meaning that I will not sue or hold responsible such parties for any alleged harm to me that might result from such testing, including loss of employment or any other kind of adverse job action that might arise as a result of the drug or alcohol test, even if an ILTexas or laboratory representative makes an error in the administration or analysis of the test or the reporting of the results. I will further hold harmless ILTexas, its company physician, and any testing laboratory that it might use for any alleged harm to me that might result from the release or use of information or documentation relating to the drug or alcohol test, as long as the release or use of the information is within the scope of this policy and the procedures as explained in the paragraph above.

I have had an opportunity to read the Drug-Free Workplace Policy included in ILTexas Employee Handbook, and I understand that I may ask my supervisor or Human Resource Department any questions I might have concerning the policy. I accept the terms of the Drug-Free Workplace Policy. I also understand that it is my responsibility to comply with the Drug-Free Workplace Policy, and any revisions made to it. I further agree that if I remain with ILTexas following any modifications to the policy, I thereby accept and agree to such changes.

This policy and authorization have been explained to me in a language I understand, and I have been told that if I have any questions about the test or the policy, they will be answered.

I UNDERSTAND THAT ILTEXAS WILL REQUIRE A DRUG SCREEN TEST UNDER THIS POLICY WHENEVER I AM INVOLVED IN AN ON-THE-JOB ACCIDENT OR INJURY UNDER CIRCUMSTANCES THAT SUGGEST POSSIBLE INVOLVEMENT OR INFLUENCE OF DRUGS OR ALCOHOL.

Signature of Employee

Date

Employee's Printed Name

Searches

ILTexas reserves the right to conduct searches to monitor compliance with rules concerning safety of employees, security of company and individual property, drugs and alcohol, and possession of other prohibited items. “Prohibited items” include illegal drugs, alcoholic beverages, prescription drugs or medications not used or possessed in compliance with a current valid prescription, weapons, any items of an obscene, harassing, demeaning, or violent nature, and any property in the possession or control of an employee who does not have authorization from the owner of such property to possess or control the property. “Control” means knowing where a particular item is, having placed an item where it is currently located, or having any influence over its continued placement. In addition to ILTexas’ premises, ILTexas may search employees, their work areas, lockers, and personal vehicles if driven or parked on company property, and other personal items such as bags, purses, briefcases, backpacks, lunch boxes, and other containers. In requesting a search, ILTexas is by no means accusing anyone of theft, some other crime, or any other variety of improper conduct.

There is no general or specific expectation of privacy in ILTexas’ workplace, either on school premises, or while on duty. In general, employees should assume that what they do while on duty or on school premises is not private. All employees and all of the areas listed above are subject to search at any time; if an employee uses a locker or other storage area at work, including a locking desk drawer or locking cabinet, ILTexas will either furnish the lock and keep a copy of the key or combination, or else allow the employee to furnish a personal lock, but the employee must give ILTexas a copy of the key or combination. The areas in question may be searched at any time, with or without the employee being present. As a general rule, with the exception of items relating to personal hygiene or health, no employee should ever bring anything to work or store anything at work that he/she would not be prepared to show and possibly turn over to ILTexas officials and/or law enforcement authorities.

All employees of ILTexas are subject to this policy. However, any given search may be restricted to one or more specific individuals, depending upon the situation. Searches may be done on a random basis or based upon reasonable suspicion. “Reasonable suspicion” means circumstances suggesting to a reasonable person that there is a possibility that one or more individuals may be in possession of a prohibited item as defined above. Any search under this policy will be done in a manner protecting employee privacy, confidentiality, and personal dignity to the greatest extent possible. ILTexas will respond severely to any unauthorized release of information concerning individual employees.

No employee will ever be physically forced to submit to a search. However, an employee who refuses to submit to a search request by ILTexas will face disciplinary action, up to and possibly including immediate termination of employment.

IN ACCORDANCE WITH ILTEXAS POLICY REGARDING SEARCHES, I UNDERSTAND THAT ALL DESKS, STORAGE AREAS, LOCKERS, AND ALL VEHICLES OWNED, FINANCED, OR LEASED BY ILTEXAS, OR USED BY IT TO TRANSPORT EMPLOYEES, GOODS, AND/OR PRODUCTS ARE SUBJECT TO SEARCH AT ANY TIME WITHOUT MY KNOWLEDGE, PRESENCE, OR PERMISSION. WITH THE EXCEPTION OF MY PERSONAL VEHICLE, I UNDERSTAND I AM PROHIBITED FROM LOCKING OR OTHERWISE SECURING ANY SUCH DESK, STORAGE AREA, LOCKER, OR VEHICLE WITH ANY LOCK OR LOCKING DEVICE NOT SUPPLIED OR APPROVED BY ILTEXAS. IF I USE MY OWN LOCK ON ANY SUCH ITEM, I AGREE TO GIVE MY SUPERVISOR A COPY OF THE KEY OR COMBINATION TO THE LOCK SO THAT [ILTEXAS MAY OPEN THE LOCK AT ANY TIME THAT IT MAY DEEM SUCH ACTION NECESSARY. IN THE EVENT THAT A SEARCH OF MY PERSONAL VEHICLE BECOMES NECESSARY, I AGREE TO ALLOW PERSONNEL DESIGNATED BY ILTEXAS TO CONDUCT SUCH A SEARCH AT ANY TIME ILTEXAS MAY

DIRECT DURING MY DUTY SHIFT.

I FURTHER UNDERSTAND THAT IN ORDER TO PROMOTE THE SAFETY OF EMPLOYEES AND VISITORS OF ILTEXAS, AS WELL AS THE SECURITY OF THE FACILITIES AND RESIDENTS OF THE FACILITIES WHERE ILTEXAS IS LOCATED, ILTEXAS MAY CONDUCT VIDEO SURVEILLANCE OF ANY PORTION OF ITS PREMISES AND OPERATIONS AT ANY TIME, THE ONLY EXCEPTION BEING PRIVATE AREAS OF RESTROOMS, SHOWERS, AND DRESSING ROOMS, AND THAT VIDEO CAMERAS WILL BE POSITIONED IN APPROPRIATE PLACES WITHIN AND AROUND THE FACILITIES AND USED IN ORDER TO HELP PROMOTE THE SAFETY AND SECURITY OF PEOPLE AND PROPERTY. I HEREBY GIVE MY CONSENT TO SUCH VIDEO SURVEILLANCE AT ANY TIME ILTEXAS MAY CHOOSE.

I HEREBY RELEASE ILTEXAS FROM ALL LIABILITY, INCLUDING LIABILITY FOR NEGLIGENCE, ASSOCIATED WITH THE ENFORCEMENT OF THESE POLICIES AND/OR ANY SEARCHES OR SURVEILLANCE UNDERTAKEN PURSUANT TO THESE POLICIES.

Employee Signature

Date

Employee's Name – Printed

International Leadership of Texas Representative

Date

Wage Deduction Authorization Agreement

I understand and agree that my employer, ILTexas, may deduct money from my pay from time to time for reasons that fall into the following categories:

1. My share of the premiums for ILTexas' group medical/dental plan;
2. Any contributions I may make into a retirement or pension plan sponsored, controlled, or managed by ILTexas;
3. Installment payments on loans based upon store credit that I use for my own personal purchases, including the value of merchandise or services that I purchase or have purchased for personal, non-business reasons using my employee charge account or credit card, an account or credit card assigned to another employee, or a general company account or credit card, regardless of whether such purchase was authorized, and if there is a balance remaining when I leave ILTexas, the balance of such store credit or charges;
4. If I receive an overpayment of wages for any reason, repayment to ILTexas of such overpayments (the deduction for such a repayment will be divided amongst the remaining months of the employee's School Year);
5. The cost of personal long-distance calls I may make on ILTexas-owned phones or on its accounts, of personal faxes sent by me using ILTexas-owned equipment or its accounts, or of non-work related access to the Internet or other computer networks by me using ILTexas-owned equipment or its accounts;
6. The cost of repairing or replacing any of ILTexas' supplies, materials, equipment, money, or other property that I may damage (other than normal wear and tear), lose, fail to return, or take without appropriate authorization from ILTexas during my employment (except in the case of misappropriation of money by me, I understand that no such deduction will take my pay below minimum wage, or if I am a salaried exempt employee, reduce my salary below the federal FLSA minimum salary-basis amount);
7. The cost of any uniforms required in my employment with ILTexas, and of cleaning such uniforms;
8. The reasonable cost or fair value, whichever is less, of meals, lodging, and other facilities furnished to me by ILTexas in connection with my employment;
9. Administrative fees in connection with court-ordered garnishments or legally-required wage attachments of my pay, limited in extent to the amount or amounts allowed under applicable laws;
10. If I take paid vacation or sick leave in advance of the date I would normally be entitled to it and I separate from ILTexas before accruing time to cover such advance leave, the value of such leave taken in advance that is not so covered;
11. The value of any time off for absences to which paid leave is not applied (non-exempt salaried employees will have all such unpaid leave deducted from their salary, while exempt salaried employees will experience salary reductions only in units of a full day or week at a time, depending upon the exact nature of the absence, unless partial-day deductions are specifically allowed under federal law);
12. If ILTexas pays any insurance premiums or retirement system contributions ("payments") on my behalf that I would normally make under any applicable benefit plan offered by ILTexas during my employment, the amount of such payments made by ILTexas, such payments being an advance of future wages payable to me;
13. If I do not report for duty on the first or last day of school, the day before or after a holiday, or a state testing day, without prior approval from my Supervisor/Principal, I am subject to salary reduction for all days missed, to the extent allowed by law; and
14. Unauthorized use of ILTexas credit or debit card.

I agree that ILTexas may deduct money from my pay under the above circumstances, or if any of the above situations occur. I further understand that ILTexas has stated its intention to abide by all applicable federal and Texas wage and hour laws, and that if I believe that any such law has not been followed, I have the right to file a wage claim with appropriate Texas and federal agencies.

Employee Signature

Date

Employee's Name – Printed

International Leadership of Texas Representative

Date

Wage Overpayment/Underpayment Policy

ILTexas takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck, and that employees are paid promptly on the scheduled paydays.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Supervisor, and/or Payroll Manager so that corrections can be made as quickly as possible. If the employee has been underpaid, ILTexas will pay the employee the difference as soon as possible. If the employee has been paid in excess of what he/she has earned, the employee will need to return the overpayment to ILTexas as soon as possible. No employee is entitled to retain any pay in excess of the amount he/she has earned according to the agreed-upon rate of pay. If a wage overpayment occurs, the overpayment will be regarded as an advance of future wages payable and will be deducted in whole or in part from the next available paycheck(s) until the overpaid amount has been fully repaid. Each employee will be expected to sign a wage deduction authorization agreement authorizing such a deduction.

I understand this policy and agree to its terms.

Employee Signature

Date

Employee's Name – Printed

Texas Government Code § 552.024:
Public Access Option Form

The Public Information Act allows employees, public officials and former employees and officials to elect whether to keep certain information about them confidential. Unless you choose to keep it confidential, the following information about you may be subject to public release if requested under the Texas Public Information Act. Therefore, please indicate whether you wish to allow public release of the following information.

	PUBLIC ACCESS?	
	NO	YES
Home Address		
Home Telephone Number		
Social Security Number		
Emergency Contact Information		
Information that reveals whether you have family members		

Employee Signature

Date

Employee's Name – Printed

Bullying Report Form

Note to Person Reporting: This form will be confidentially maintained in accordance with the Family Educational Rights and Privacy Act (“FERPA”), and generally will not be shared with anyone except those working to investigate or respond to the report. You **ARE NOT** required to provide your name when completing this form.

Please return completed forms to the front office. Anonymous forms may be placed in a sealed envelope with directions to provide the envelope to the Principal.

Name of Person Submitting Report (NOT REQUIRED):		Grade:
Name of Potential Victim:		Grade:
Name of Potential Bully:		Grade:
Date of Incident:	Time:	Location
What Happened?	Describe what happened:	
Please tell us if physical force or threats were used, or if cyberbullying was involved.	Please describe:	
What did the potential victim do?		
Was anyone else involved? If so, who?		
Were there any witnesses? If so, who?		
How often has this happened?		
Describe what happened immediately before the incident?		
You may attach documentation to this report.		

CONSENT ITEM 3
2020-2021 ILTexas
Student Handbook

INTERNATIONAL LEADERSHIP OF TEXAS
(ILTEXAS) STUDENT/PARENT HANDBOOK
AND CODE OF CONDUCT
2020-2021



June 17, 2020

The Board of Directors of International American Federation, Inc. authorizes the Superintendent or its designee to make administrative amendments to this Handbook, as deemed necessary, without further Board approval.

Parent and Student Handbook/Code of Conduct Acknowledgement Form

My signature below acknowledges that International Leadership of Texas has made its Parent and Student Handbook available to me; that I have been given notice of the rules, responsibilities, and consequences outlined in the Student Code of Conduct; that I have been informed that when I or my child is enrolled in ILTexas, all information herein is applicable to me, my child, and all school staff; and that I have expressed intent to review this Handbook and the Student Code of Conduct contained within and to abide thereby. If I have any questions regarding this Handbook or the Code of Conduct, I may direct those questions to the Campus Principal of my child's school.

Failure to sign this form does not release a student's or parent's responsibility to abide by the stated policies.

Printed Name of Student: _____ Grade: _____

Signature of Student: _____

Signature of Parent: _____

Date: _____

Note: This form is included as part of the Year to Year registration process via Skyward. You only need to complete the electronic form; there is no need to print/return this form.

INTERNATIONAL LEADERSHIP OF TEXAS EDUCATIONAL MISSION

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

Motto

“Others Before Self”

ILTexas Expectations

Be on time. Be Responsible. Be Respectful

WHY ILTEXAS?

CHINESE AND SPANISH

Texas is a strong economic force in the world. Our top three countries that we export to are Mexico, Canada, and China. China has become the second largest economy in the world. In order for Texas and the United States to remain on top, we intend to provide a unique educational opportunity that ensures our students speak English, Spanish and Chinese.

CHARACTER AND LEADERSHIP DEVELOPMENT

We intend to return leadership and citizenship into the culture and educational experience for every student who attends ILTexas. Every student will be given leadership roles to teach a concept of others before self. Students will exemplify traits such as timeliness, responsibility, and respect with expectations to be on time, to be responsible, and to be respectful. We believe these traits will empower them to overcome the challenges they will face in their lives and create a better and more productive society in which to live and work.

BUILDING INTERNATIONAL RELATIONSHIPS

ILTexas will develop close relationships with schools in China and the international community in order to facilitate the exchange of teachers and students and to promote global understanding. ILTexas will host Chinese students at the high school level to ensure our students not only learn the language but also the Chinese culture and most importantly build long-term professional relationships. It is our goal to team every three American students with one Chinese student to facilitate relationship building and expedited learning. By the time our students are seniors we also intend to provide travel opportunities for our students to visit and study in China. This intentional innovative approach is an incredible learning opportunity and is the greatest difference that ILTexas provides over other public, charter or private school educational opportunities.

ILTEXAS STUDENT PLEDGE

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

JURAMENTO DE ILTEXAS

Prometo ser un líder servicial pensando en otros antes que en mí mismo. Serviré, respetaré y motivaré a los demás. Cuando me gradúe de ILTexas, seré una persona de mente y carácter saludables, hablando por lo menos tres idiomas. Cambiaré el mundo.

ILTEXAS SHÌ YÁN - 誓言

wǒ xuān shì chéng wéi yí gègōng pú líng xiù, xiān rén hòu jǐ

我宣誓成为一个公仆领袖，先人后己。

wǒ jiāng fú wù tā rén, zūn zhòng tā rén, gǔ wǔ tā rén

我将服务他人，尊重他人，鼓舞他人。

dāng wǒ cóng ILTexas bìyè, wǒ jiāng chéng wéi yí gè tǐ gé qiáng zhuàng,

当我从ILTexas毕业，我将成为一个体格强壮，

yì zhì jiān qiáng, huì shuō sān zhǒng yǔ yán de yōu xiù rén cái

意志坚强，会说三种语言的优秀人才。

wǒ jiāng gǎi biàn shì jiè

我将改变世界。

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ACADEMIC PROGRAM

ILTEXAS INSTRUCTIONAL CURRICULUM SUMMARY

The curriculum at ILTexas, as steered by our mission, prepares students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish and Mandarin Chinese languages, and strengthening the body, mind and character. Further, ILTexas has a college preparatory program whereby we not only provide our students with the instruction needed to be successful in college, but with the expectation that they will attend and be successful in college and beyond.

As part of our curriculum, we teach the TEKS (Texas Essential Knowledge and Skills) and ELPS (English Language Proficiency Standards) as curriculum standards. Moreover, we've adopted both vertically and horizontally aligned TEKS Resource System scope and sequence and supplemental resources. All state assessments are administered as required by the State of Texas.

At the elementary level, we are working towards a 45-45-10 model whereby our students will receive 10% of their instruction in Mandarin Chinese and, as via our 50/50 Dual Language Immersion (DLI) model, will receive 45% of their instruction in English and the other 45% in Spanish. At the secondary levels, our students receive both Mandarin Chinese and Spanish as part of their academic schedule. Our academic model is further enriched by our Physical Fitness program, whereby each student receives conditioning training by a Performance Coach. Through Physical Fitness Training, students also develop important character traits such as servant leadership and putting "others before self," the ILTexas motto.

Program Overview:

There are different components to ILTexas' uniform and unified educational program. As referenced above, the ILTexas curriculum incorporates the TEKS for each grade level and each subject area. The TEKS are listed below by Chapter, and a complete list of the TEKS is available online by chapter and by grade level at: <https://tea.texas.gov/curriculum/teks/>. Further, ILTexas uses a wide variety of state approved instructional materials to address the TEKS. Notably, ILTexas has seven core classes, which significantly differs from the traditional four core classes: (1) Math, (2) Science, (3) Reading Language Arts, (4) Social Studies, (5) Mandarin Chinese, (6) Spanish, (7) Physical Fitness, and (8) Leadership. For each semester students are enrolled at ILTexas they will need to take, in addition to electives, these seven core classes.

TEKS by Chapter:

1. Chapter 110. English Language Arts and Reading
2. Chapter 111. Mathematics
3. Chapter 112. Science
4. Chapter 113. Social Studies
5. Chapter 114. Languages Other Than English
6. Chapter 115. Health Education
7. Chapter 116. Physical Education
8. Chapter 117. Fine Arts
9. Chapter 126. Technology Applications
10. Chapter 127. Career Development
11. Chapter 128. Spanish Language Arts and English as a Second Language

12. Chapter 130. Career and Technical Education

Additionally, we incorporate the ELPS to address the linguistic instructional needs of our English Language Learners (ELLs). The ELPS can be found in their entirety at the following link: <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html>. Further, the ELPS will also be used to inform Spanish and Chinese language learning, thus the locally developed Spanish Language Proficiency Standards (SLPS) and Chinese Language Proficiency Standards (CLPS), all following the same research base and guided by the same fundamentals of language acquisition. Further, the instructional implications that surface from the ELPS also apply to SLPS and CLPS in all four language domains: listening, speaking, reading, and writing.

The scope and sequence used to teach the TEKS is a critical component of our curriculum model. Our scope and sequence is guided by TEKS RS. TEKS RS aligns the relationship between the TEKS, Student Expectations (SEs), and the State of Texas Assessments of Academic Readiness (STAAR) and End-of-Course (EOC) tests in Reading, Mathematics, Science, and Social Studies. TEKS RS scope and sequence is also aligned with Grades K-12 other college entrance exams, such as the SAT/ACT. TEKS RS addresses the components that are critical for effectively teaching and assessing the TEKS/SEs to the depth and complexity of the STAAR/EOC with both a horizontal and vertically aligned scope and sequence. Moreover, ILTexas works in close collaboration with the TEKS Resource System to provide teachers with a vertically aligned scope and sequence, Instructional Focus Documents, and end of unit assessments, crafted by state curriculum and assessment experts and consultants.

Further, the model of delivery to teach the TEKS is a college preparatory, data-driven, tri-lingual model working alongside the Physical Fitness model to reinforce athletic conditioning and our character education program. Each of these systems work in conjunction to strengthen the body, mind, and character.

TRILINGUAL EDUCATION K–12

Students attending ILTexas receive academic instruction in English, Spanish, and Mandarin Chinese. Students in Kindergarten through 5th grade will participate in a two-way, 50/50 dual language program (Spanish/English) as well as participate in Chinese language development classes through their specials classes (FLES). Students in 6th-8th will receive daily language development instruction in Spanish and Chinese as part of their academic instructional schedule (LOTE). In grades 9-12, students will participate in proficiency based Spanish and Chinese language courses for every semester that they are enrolled.

K-5

Two-Way Dual Language Immersion (DLI) - Spanish/English

Foreign Language in the Elementary School (FLES) - Mandarin Chinese

6-12 – Languages Other Than English (LOTE)

As elementary students move up through the dual language program, we are moving towards incorporating DLI at the secondary level (i.e., Art class in Chinese, Theatre in Spanish, etc.).

DUAL LANGUAGE IMMERSION (DLI), ENGLISH/SPANISH

Both our native English-speaking students and ELLs reap the benefits of DLI: English speaking students receive an enriched education in the process of becoming tri-lingual, tri-literate, and multi-cultural and while ELs have the opportunity to form a strong academic foundation in their native

tongue while learning English, Mandarin Chinese, and receiving an equally enriched education. Both native English speakers and ELs are better prepared to compete in an increasingly growing global market and population. ILTexas' model is 50/50 model, where the goal will be for students to receive ½ of their content area instruction in English and the other ½ in Spanish while incorporating the Mandarin Chinese through the FLES model and infused within the 50/50 model as much as possible (i.e., trilingual word walls and trilingual print-rich environment).

Additionally, our educational model K-12 is organized into seven components and taken from the research-based guidance found in *The Guiding Principles for Dual Language Education, Second Edition*. (2007). www.CAL.org. The seven strands include: Assessment and Accountability, Curriculum, Instruction, Staff Quality and Professional Development, Program Structure, Family and Community, and Support and Resources. Each strand or element is then composed of the different guiding principles that serve to guide our school wide educational model and address all non-negotiable aspects of the ILTexas model, from the use of sheltered instruction and Comprehensible Input (CI) to the importance of staff quality and professional development aligned with ILTexas and mission.

DUAL CREDIT/COLLEGE PREP PROGRAM

ILTexas prepares students for exceptional leadership roles in the international community. As stated in our mission, ILTexas partners with the College Board (for Pre-AP and AP curriculum supplements and instructional strategies, Professional Development, etc.) to assist us in addressing the TEKS with relevant college prep rigor and an emphasis on the Texas College and Career Readiness Standards.

Dual Credit

Dual Credit is a nationally recognized program that allows students to complete many “core curriculum” college classes and/or potentially earn an Associate’s Degree while still in high school. ILTexas partners with Dallas County Community College District (DCCCD), Houston Community College (HCC), Tarrant County College District (TCCD), Blinn College District and University of Texas at Arlington (UTA) to offer dual credit classes to students in the 10th, 11th and 12th grade.

Failing a dual credit class may cause the student to be ineligible for the dual credit program and/or the student may be asked to refrain from taking a dual credit class for one semester based on the recommendation of the campus Counselor.

Texas law requires Texas State Community Colleges and Universities to accept core curriculum classes completed with another Texas State Community College. Grades for dual credit classes are transcribed on both ILTexas and college transcripts. After graduation, college transcript must be sent to the student’s college or university of choice for a transcript evaluation. The intended college will then award credit per their policies.

Students and parents are responsible for any tuitions/fees that are associated with dual credit courses, including textbooks.

LANGUAGE ASSESSMENT AND IMMERSION

ILTexas will monitor our students’ progress towards mastery of the TEKS and towards mastery of English (for ELs), Spanish and Chinese.. ILTexas teachers and administrators monitor students’ development of the Chinese and Spanish languages as shown in the table on the next page:

K-5		6-12	
Two-way DLI <i>(Dual Language Immersion Spanish/English)</i>	Students will receive an academic letter grade in content areas (Reading/ Language Arts, Science, Math, Social Studies)	Spanish LOTE <i>(Languages other Than English)</i>	Students will receive an academic letter grade for content specific material (Spanish grade)
	Students will receive a language proficiency rating		Students will receive a language proficiency rating
K-5		6-12	
Chinese FLES <i>(Foreign Language in the Elementary School) using immersion methods</i>	Students will receive an academic letter grade for content specific material (Chinese grade)	Chinese LOTE <i>(Languages other Than English)</i>	Students will receive an academic letter grade for content specific material (Chinese grade)
	Students will receive a language proficiency rating		Students will receive a language proficiency rating

Every six-weeks’ grading period, student language levels are assessed to track the development of both the Chinese and Spanish languages. American Council on the Teaching of Foreign Languages (ACTFL) Language levels (12) are as follows: Distinguished, Superior, Advanced High, Advanced Mid, Advanced Low, Intermediate High, Intermediate Mid, Intermediate Low, and Novice High, Novice Mid, Novice Low, and 0.

The ACTFL standards are global characterizations of integrated performance in each of four language skills: Listening, Speaking, Writing, and Reading. The ACTFL Can Do statements can be found in their entirety at:

ADMISSION TO INTERNATIONAL LEADERSHIP OF TEXAS

NOTICE OF NON-DISCRIMINATION

ILTexas does not discriminate on the basis of race, religion, color, national origin, sex or gender, age, or disability in providing educational services, activities, and programs, including vocational and career and technical education programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendment of 1972; Title II of the Americans with Disabilities Act of 1990, as amended, which incorporates and expands upon the requirements of

Section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1975, as amended; and any other legally-protected classification or status protected by applicable law.

Any questions or concerns about the school’s compliance with these federal programs should be brought to the attention of the following persons designated to coordinate compliance with these requirements:

Title IX Coordinator, for concerns regarding discrimination on the basis of sex/gender:

13. Victor Cathey, Executive Director of Athletics and Physical Fitness, 1820 N. Glenville Dr., Suite 100, Richardson, TX 75081 vcathey@ILTexas.org

Title VI/ADEA Coordinator, for concerns regarding discrimination on the basis of race, color, national origin, religion, or age:

14. Regina Jones, Chief Equity Officer 1820 N. Glenville Dr., Suite 100 Richardson, TX 75081 rjones1@ILTexas.org

ADA/Section 504 Coordinator, for concerns regarding discrimination on the basis of disability:

15. Mary Albritton, Director of Counseling 1820 N. Glenville Dr., Suite 100 Richardson, TX 75081 amarcellus@ILTexas.org

All other concerns regarding discrimination:

16. Regina Jones, Chief Equity Officer 1820 N. Glenville Dr., Suite 100 Richardson, TX 75081 rjones1@ILTexas.org

SCHOOL ADMISSION

ILTexas is an open-enrollment charter school, which is a public school of choice. Admission and enrollment of students shall be open to persons who reside within the geographic boundaries stated in the school’s charter, and who are eligible for admission based on lawful criteria identified in the charter and state law.

The total number of students enrolled in ILTexas shall not exceed the number of students approved in the school’s charter or subsequent amendments. Total enrollment may further be limited by ILTexas based on occupancy limitations, code compliance, and staffing requirements, as deemed necessary.

In accordance with state law, ILTexas does not discriminate in its admissions policy on the basis of sex; national origin; ethnicity; religion; disability; academic, artistic, or athletic ability; or the district a student would otherwise attend.

Enrollment may not be denied to children who are not legally admitted into the United States.

Exception to Admission

As authorized by the ILTexas charter and Texas Education Code § 12.111(a)(5)(A), students with a documented history of a criminal offense, a juvenile court adjudication, or other school discipline problems under Texas Education Code Chapter 37, Subchapter A, may be excluded from admission and enrollment in ILTexas.

SUBMISSION OF APPLICATIONS AND ADMISSIONS LOTTERY

ILTexas requires applicants to submit a completed application form in order to be considered for admission. ILTexas has established an application period during which applications are accepted for

admissions (or to a lottery if the number of applications exceeds the number of seats available for a grade level). Any person who lives within the geographic boundaries of the charter and who satisfies all other criteria for admission set by the ILTexas policy and state law is eligible to apply. Parents must submit an online application form (a paper application will be provided upon request) and submit it prior to the application deadline in order to participate in the lottery. An admissions lottery will be conducted if the total number of applicants exceeds the number of open enrollment spots. Each applicant will be assigned a number, and all numbers will be randomly drawn during a scheduled lottery. Each applicant whose number is drawn will be offered admission, with notice provided by email and telephone. Failure of an applicant to respond to an admission's offer within the time specified by ILTexas will result in the forfeiture of his or her position in the application process.

Once all enrollment spots have been filled by the lottery, the remaining numbers will be drawn and the applicants assigned to these numbers will be placed on a waiting list in the order in which they were drawn. When a vacancy arises, the individual next on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list.

If an application is received after the application period has passed, the applicant's name will be added to the waiting list in the order of the date and time in which the application is received.

Exceptions

Federal guidelines permit ILTexas to exempt from the lottery students who are already attending the school; siblings of students already admitted to or attending ILTexas; and children of ILTexas' founders, teachers and staff, so long as the number of these students constitutes only a small percentage of the school's enrollment.

Students already attending ILTexas will be exempt from the lottery as long as an intent to return form is completed during the enrollment period prior to the intent to return deadline. In order to retain this exemption, a student must remain enrolled. For the purpose of the sibling exemption, siblings are defined as a person who shares a common parent through birth, marriage, or adoption.

MCKINNEY VENTO HOMELESS EDUCATION ASSISTANCE ACT OF 2001

Homeless children and youth are ensured specific educational rights and protections. A listing of these specific rights may be obtained from ILTexas by contacting Jeff Powers, 1820 N. Glenville Dr., Suite 100, Richardson, TX 72081. 972-479-9078.

"Homeless children and youth" as defined and covered by the McKinney-Vento Homeless Education Assistance Act of 2001 means children and youth who:

- Lack a fixed, regular, and adequate nighttime residence;
- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations;
- Are living in emergency or transitional shelters;
- Are abandoned in hospitals or are awaiting foster care placement;
- Have a primary nighttime residence that is a public or private place not designed as a regular sleeping accommodation for human beings; or
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations.

Parents of students in homeless situations can keep their students in their schools of origin (the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled even if the student is now residing outside the school attendance area or school area) or enroll them in any public school that students living in the same attendance area are eligible to attend.

PREGNANCY RELATED SERVICES

Pregnancy Related Services are support services, including Compensatory Education Home Instruction (CEHI), that a pregnant student receives during the pregnancy, prenatal and postpartum periods. Any pregnant and/or parenting student that is enrolled in ILTexas is eligible for PRS services. We support a comprehensive approach to supporting students by offering a coordination of services and monitoring grades and attendance regularly to ensure academic success.

When a student is first reported to be, or is first known to be pregnant by a teacher, counselor, or any school official, a referral is to be made immediately to the student's school nurse. The Nurse/Counselor visits with the student concerning her pregnancy and determines if it has been verified by a doctor or other qualified medical professional. The Nurse/Counselor then initiates PRS services by completing a PRS intake form. That form is submitted to PEIMS and Student Services officials, as well as the student's campus At-Risk Coordinator. PRS services to the student generally begin as of the date the PRS form is completed.

When ILTexas agrees to provide PRS services, it must provide CEHI. CEHI is home instruction in which school assignments for the student are collected from the student's regular classroom teachers and are taken to the student at home by a certified teacher. That teacher works with the student at home for at least four hours a week, and then returns the student's work to her regular teacher for grading. Prenatal CEHI services are provided when the student's doctor determines she cannot continue to come to school due to a serious medical complication to the pregnancy. Prenatal CEHI services continue until the doctor determines she can return to school or until the pregnancy ends. Postnatal CEHI services begin the day after delivery and can continue for a maximum of 10 weeks post-delivery if there are serious medical complications relative to the delivery that involves the student or her infant. Postnatal CEHI is generally provided for a period of two to three weeks if the student has a normal delivery, and up to six weeks if the delivery is by C-section. A student with no post-delivery complications returns to her campus within approximately two weeks. PRS services end when postnatal CEHI ends, when the pregnancy ends due to circumstances other than delivery or when the student ends their enrollment in ILTexas during her pregnancy. Additional information

regarding ILTexas' Pregnancy Related Services may be obtained from Angela Marcellus, Director of Student Services, at 972-479-9078.

TRANSFER POLICY

ILTexas allows transfers among our schools under the same charter for currently enrolled students. The intent of a transfer is to accommodate families who have moved and have a documented change of residency or have a change in job site location during the school year. The student's parent must complete a student transfer request form. Decisions on transfers will be made by the office of the Registrar. Transfers are dependent on available spaces for the respective grade level.

Enrolled families who do not meet the criteria above will have the ability to request a transfer to another ILTexas school for the upcoming school year during the Intent to Return period. During the Intent to Return period families may select an alternate returning campus. Decisions on transfers for

the upcoming school year will be made by the office of the Registrar. If there are more requests than available spaces in a respective grade, we will proceed with the earliest application to determine which transfers will be approved, and the remainder will be placed on the waitlist. If you have questions about the transfer process, please contact the DFW Registrar's office at 972-479-9078 or Houston Area Registrar's office at 713-955-7844.

STUDENT INFORMATION

Any student admitted to ILTexas must have records such as report card and/or transcript from the previous school attended to verify his or her academic standing. Verification of residency and current immunization records are also required. Every student enrolling in ILTexas for the first time must present documentation of immunizations as required by the Texas Department of State Health Services.

No later than 30 days after enrolling in ILTexas, the parent and school district in which the student was previously enrolled shall furnish records that verify the identity of the student. These records may include the student's birth certificate or a copy of the student's school records from the most recently attended school. Students will not be denied enrollment because they fail to meet this requirement.

ILTexas will forward a student's records on request to a school in which a student seeks or intends to enroll without the necessity of the parents' consent.

Establishing Identification

Any of the following documents are acceptable for proof of identification and age: birth certificate; driver's license; passport; school ID card; records, or report card; military ID; hospital birth records; adoption records; church baptismal record; or any other legal document that establishes identity.

Food Allergy Information

The parent of each student enrolled in ILTexas must complete a form provided by the school that discloses whether the child has a food allergy or a severe food allergy that should be disclosed to the school to enable ILTexas to take any necessary precautions regarding the child's safety and (2) specifies the food(s) to which the child is allergic and the nature of the allergic reaction.

For purposes of this requirement, the term "severe food allergy" means a dangerous or life-threatening reaction of the human body to a food-borne allergen introduced by inhalation, ingestion, or skin contact that requires immediate medical attention.

ILTexas may also require information from a child's physician if the child has food allergies.

Food allergy information forms will be maintained in a student's records and shall remain confidential. Information provided on food allergy information forms may be disclosed to teachers, school counselors, school nurses, and other appropriate school personnel only to the extent consistent with Board policy and as permissible under the Family Educational Rights and Privacy Act of 1974 ("FERPA").

Residency Verification

The Texas Education Code authorizes schools to obtain evidence that a person is eligible to attend public schools. To be eligible for continued enrollment in ILTexas, each student's parent must show proof of residency at the time of enrollment. Residency may be verified through observation, documentation, and other means, including, but not limited to:

- A recently paid rent receipt,
- A current lease agreement,
- The most recent tax receipt indicating home ownership,
- A current utility bill indicating the address and name of the residence occupiers,
- A current car insurance copy indicating the address and name of the residence occupiers,
- Mailing addresses of the residence occupiers,
- Visual inspection of the residence
- Interviews with persons with relevant information, or
- Building permits issued to a parent on or before September 1st of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Falsification of residence on an enrollment form is a criminal offense.

WITHDRAWAL PROCEDURE

Voluntary Withdrawal

A student under 18 years of age may be withdrawn from school only by a parent. Parents of students withdrawing from ILTexas are requested to meet with the Campus Principal or Designee before proceeding with the withdrawal process. A Withdrawal Form and a Transcript Request Form may be obtained from the office of the registrar. The parent shall also provide the name of the new school in which the student will be enrolled, and must sign the withdrawal request to document that the student will continue to be enrolled in a school as required by compulsory attendance laws. Transcripts or student records will be provided within ten (10) business days of the following:

- Counselor's receipt of the Transcript Request Form / Student records
- Payment of any unpaid fees: and
- Returning school property, including but not limited to campus technology, books and uniforms associated with band, athletics, etc.

A student who is 18 years of age or older, who is married, or who has been declared by a court to be an emancipated minor, may withdraw without parental signature.

Involuntary Withdrawal

ILTexas may initiate the withdrawal of a student under the age of 19 for non-attendance if:

17. The student has been absent ten consecutive school days; and
18. Repeated efforts by ILTexas to locate the student have been unsuccessful.

Additionally, ILTexas may revoke the enrollment of a student 19 years of age or older who has more than five unexcused absences in one semester.

A student who withdraws for any reason during the school year may re-enroll only if there are open seats available. If no seats are available, the student will be placed in the lottery process and/or added to the waiting list. See also the Student Code of Conduct for additional requirements if a student withdraws prior to a pending disciplinary action including expulsion.

Additional Information on Admission Process may be obtained from the campus Principal's Office. Information will also be posted on the School and ILTexas website.

ATTENDANCE

STUDENT ATTENDANCE/ABSENCES

Student absences may result in serious disruption of a student's mastery of instructional materials and therefore, the student should avoid unnecessary absences. If the parent/guardian or student has questions about attendance they should contact the school attendance office for information. Students are expected to be in school except in cases of emergency, illness, or school-approved absences.

Students should make every effort to be present daily. If an absence is unavoidable, a parent/guardian should call or email the campus main office before 9:25 a.m. for students in grades K-8 or before 9:30 for students in grades 9-12 on the date of the absence with the reason for the student's absence. All absences will be verified by the school attendance office starting at 8:30 and if the school has not been notified by 9:25 a.m. (K-8) or 9:30 a.m. (9-12), the student absence will be recorded as "unexcused." It is important that the parent calls in and that the parent speaks directly to the person in charge of attendance. A message may be left on the school's voice mail service; however, it is the parent's responsibility to make sure the message was received. When a parent /guardian knows in advance about a future absence, prior written permission for the absence to be considered excused should be received in advance. When the student returns to school, he/she should provide the office with a note signed by a parent/guardian explaining the reason for the absence. Since absences may determine grading and course credit, all documentation regarding absences will be retained in the student's cumulative file for a period of 5 years.

COMPULSORY ATTENDANCE

The state compulsory attendance law requires that a student between the ages of six and 19 must attend school and school-required tutorial sessions unless the student is otherwise legally exempted or excused. ILTexas staff must investigate and report violations of the state compulsory attendance law. A student absent from school without permission from any class, from required special programs, or from required tutorials will be considered "truant" and subject to disciplinary action.

A student who voluntarily attends or enrolls after his or her 19th birthday is required to attend each school day. If a student 19 years of age or older has more than five unexcused absences in a semester, ILTexas may revoke the student's enrollment, except that the school may not revoke the enrollment on a day on which the student is physically present at school. The student's presence on school property thereafter would be unauthorized and may be considered trespassing. Prior to revoking the student's enrollment, ILTexas shall issue a warning letter to the student after the third unexcused absence stating that the student's enrollment may be revoked for the remainder of the school year if the student has more than five unexcused absences in a semester. As an alternative to revoking enrollment, ILTexas may impose a behavior improvement plan.

Notice to Parents:

- Under Texas Education Code § 25.095(a), you are hereby notified that if a student is absent from school on ten or more days or parts of days within a six-month period in the same school year, the student's parent is subject to prosecution under Texas.
- Education Code § 25.093; and the student is subject to referral to a truancy court for truant conduct under Texas Family Code § 65.003(a).
- ILTexas shall notify a student's parent if the student has been absent from school without excuse, on three days or parts of days within a four-week period. The notice will inform the parent that it is the

parent's duty to monitor the student's school attendance and require the student to attend school; the student is subject to truancy prevention measures under Texas Education Code § 25.0915; and that a conference between school officials and the parent is needed to discuss the absences.

Personal Illness

When a student's absence for personal illness exceeds three consecutive days, the student will be required to present a statement from a physician or health clinic verifying the illness or other condition causing the student's extended absence from school. If the student has established a questionable pattern of absences, the Campus Principal may require a physician or clinic's statement of illness after a single day's absence. This procedure will be used as a condition for classifying the absence as excused or as one for which extenuating circumstances exist. Failure to provide the required statement may result in the student and/or parent being charged with violating the compulsory attendance laws as well as the possibility of a loss of credit.

Excused Absences

State law allows exemptions to the compulsory attendance requirements for several types of absences if the student makes up all work. These include the following activities and events:

19. Religious holy days;
20. Required court appearances;
21. Activities related to obtaining United States citizenship;
22. Service as an election clerk;
23. Documented health-care appointments for the student or a child of the student, including absences for recognized services for students diagnosed with autism spectrum disorders. A note from the health-care provider must be submitted upon the student's arrival or return to campus;
24. For students in the conservatorship (custody) of the state;
25. Mental health or therapy appointments; and
26. Court-ordered family visitations or any other court-ordered activity, provided it is not practicable to schedule the student's participation in activities outside of school hours.

A junior or senior student may also be absent for up to two days per school year for purposes of visiting a college or university, provided the student receives approval from the counselor or Principal, follows ILTexas' procedures to verify such a visit, and makes up any work.

Absences of up to two days in a school year will also be considered an exemption for a student serving as an early voting clerk, provided the student notifies his or her teachers and receives approval from the Principal prior to the absence.

Absences of up to five days will be excused for a student to visit with a parent, stepparent, or legal guardian who has been called to duty for, is on leave from, or immediately returned from certain deployments.

Additionally, ILTexas may excuse up to four days of school for a high school student who is 17 years of age or older to pursue enlistment in a branch of the armed services of the United States or the Texas National Guard, provided that ILTexas verifies the student's activities relating to pursuing enlistment.

For religious holy days, required court appearances, activities related to obtaining citizenship, and serving as an election clerk, one day of travel to the site and one day of travel from the site shall also be excused by ILTexas.

Upon the student's return to school from being absent, he/she must go to the attendance clerk with a note from parent prior to entering the classroom. Students are to make contact with the teacher to

make up work missed due to excused absences. Regardless of the reason, absences will be marked “unexcused” if the parent does not contact the school in writing. A note (email or written confirmation) from the parent / guardian must be provided the day of the student’s return. If a note is not provided within three working calendar days of the student’s return, the absence will be marked “unexcused” resulting in possible academic penalties. (Example: If a student is absent on Monday and returns to school on Tuesday, then Tuesday would be considered day one; Wednesday, day two; and Thursday, day three). If the student does not have a note submitted to the Attendance Office by the end of the school day on Thursday, the student’s absence(s) will be marked as “unexcused.”

Unexcused Absences

Absences not excused by law or school procedure and absences that are not a result of approved extracurricular activities shall be designated as unexcused, even if the student has parental permission to be absent.

Perfect Attendance

Perfect Attendance is hereby defined as follows:

27. In elementary grades, K-5, a student must be present every day during ADA in order to have “Perfect Attendance.”
28. In secondary grades, 6-12, a student must be present every day, in every class, in order to have “Perfect Attendance.”

CLOSED CAMPUSES

A student may not leave campus after arriving at school unless the student is safely picked up by a parent or designee with parental permission documented with the attendance clerk. A student who leaves campus without permission will receive disciplinary action.

LATE START / EARLY DISMISSAL FOR GRADES 9–12

Students who have a scheduled Late Start/Early Dismissal must show a school ID or driver’s license to the attendance clerk in order to be released from school. Please refer to the section regarding Late Start/Early Dismissal in the Academic Programs section for further eligibility requirements.

DAILY ATTENDANCE TAKING

Grades K-5 attendance is taken at 9:30 a.m. In grades 6-12 attendance is taken each class period and is recorded for state attendance purposes at exactly 9:30 a.m. for grades 6-8 and at 9:40 a.m. for 9-12. In grades 6-8, an absence is defined as missing the first five minutes of class. Missing the first 10 minutes of class is defined as an absence for students in grades 9-12.

Student attendance will also need to be recorded when high school students are enrolled in the dual credit program with our partnering community college. Students are expected to report to their ILTexas campus before leaving to the community college. Attendance will be recorded at the high school campus. If a morning absence at the campus is unavoidable, the student must bring a completed Attendance Verification Form signed by the community college professor to obtain attendance credit for the periods in question.

The “10-minute Rule” will apply to all high school students (Grades 9th-12th). A student that is more than 10 minutes late to class will be counted absent. The “5-minute Rule” will apply to all students in Grades 6-8. A student that is more than 5 minutes late to class will be counted absent.

For students in grades K-5 who demonstrate habitual tardies and/or absences (as determined by campus leadership), the following is required:

29. The parent/guardian will be counseled by school administration (and/or school counselor) as to the importance of student attendance and punctuality.
30. A plan will be developed by the campus that appropriately addresses the student's attendance. This plan should include school administration, counselor, teacher(s), parent and student.

Attendance requirements will remain consistent with all classes (including high school Leadership and K-8 Enrichment). In the event that a student loses credit due to the 90% rule, the grade earned for that class will not be applied to the student's GPA until the credit is restored (as determined by campus leadership).

DRIVER'S LICENSE ATTENDANCE VERIFICATION

The Texas Department of Public Safety (DPS) is required to verify the attendance records of a student between the ages of 16 and 18 that is seeking to obtain or renew a driver's license. In order for DPS to access this information or, in certain circumstances, for a school administrator to provide the attendance information to DPS, written parental permission must be obtained. Students may obtain the required Verification of Enrollment (VOE) form from the school office.

EARLY RELEASE/STUDENT SIGN-OUT

A signed note from a parent should be submitted to the attendance clerk before 10:00 a.m. on the day the student is to be dismissed early. A verifiable telephone number must be written on the note. If the appointment is made after the student arrives on campus, a parent must call or email the attendance clerk. If a parent shows up unannounced, it will take additional time to excuse the student from class. If no dismissal slip is issued, departure from school is unexcused.

Parents will sign the student out with the attendance clerk. If the parent is unable to sign the student out, it must be stated in the note, which should include an explanation of the student's means of transportation. If the student returns to campus on the same day, he/she must sign in with the attendance clerk. When leaving for a doctor's appointment, student drivers will be permitted to sign themselves out if they have already submitted a parent authorization note. Students will not be called to the main office until parent arrives.

STUDENT AGE 18 AND OVER

A student who is age 18 or older and living independently of his/her parent is permitted to verify his or her own absences and sign out. Parent and student must have a signed release on file with the attendance clerk.

ATTENDANCE FOR CREDIT OR FINAL GRADE

To receive credit or a final grade in a class, a student must attend at least 90% of the days the class is offered. These days include both excused and unexcused absences. Attendance is recorded each grading period and reported as part of the report card.

A student who attends at least 75% but fewer than 90% of the days the class is offered may receive credit or a final grade for the class if he or she completes a plan approved by the Principal that allows the student to fulfill the instructional requirements for the class. A student under the jurisdiction of a court in a criminal or juvenile justice proceeding may not receive credit or a final grade without approval from the judge presiding over the student's case.

A student who attends less than 75% of the days the class is offered or has not completed the plan approved by the Principal will be referred to the Attendance Review Committee to determine whether the absences were due to extenuating circumstances and how the student may regain credit or earn a final grade. The Attendance Review Committee will consider the following factors when determining whether there are extenuating circumstances for the absence:

1. All absences, whether excused or unexcused, must be considered, with consideration given to special circumstances as defined by the Texas Education Code.
2. For a student transferring into ILTexas after school begins, including a migrant student, only those absences after enrollment will be considered.
3. In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
4. The committee will consider whether the absences were for reasons over which the student or parent could exercise control.
5. The committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
6. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student, parent or other representative will be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the Attendance Review Committee will decide how the student may regain credit or earn a final grade. If the committee determines there are no extenuating circumstances and that credit or a final grade may not be earned, the student or parent may appeal the committee's decision to the Board of Directors by filing a written request with the Superintendent. The appeal notice must be postmarked to the following address within 30 days following the last day of instruction in the semester for which credit was denied:

International Leadership of Texas
Attn: Superintendent, Notice of Appeal, Class Credit
1820 N. Glenville Dr., Ste., 100
Richardson, TX 75081

The appeal will then be placed on the agenda of the next regularly scheduled Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

TARDIES

ILTexas expects punctuality and dependability and maintains a strict policy regarding tardiness. Students arriving to school late cannot enter classes without a tardy slip from the Main Office. Every effort should be made to schedule medical/dental appointments at times other than during school hours, especially not the mornings. Nonetheless, tardiness will be excused for scheduled doctor, dentist, or orthodontist appointments, illnesses, and emergencies upon returning to school with a note from the doctor or a parent to the Attendance Office. Tardiness will not be excused for reasons of tiredness, traffic, or errands.

ARRIVAL AND DISMISSAL PROCEDURES (DRIVELINE)

ILTexas students are expected to come directly to school and to go home by the safest possible route. On their way to and from school students are to conduct themselves as Ambassadors by being courteous and respectful to everyone and obey all school and traffic rules. Safe and orderly arrival

and dismissal helps our students begin and end their days in a calm manner. Please help your child be ready to learn by making sure he or she arrives at school on time and knows the schedule. Additionally, please follow campus drop off and pick up procedures as delineated by each campus. For safety reasons, only drop off students at approved/designated areas.

Students who are tardy must enter through the main entrance and report to the office to sign in so that their attendance record can be corrected.

If students arrive or leave school by walking, they should walk with other students, cross the street at the pedestrian crosswalks, and go directly to and from school. Please adhere to all traffic and pedestrian laws. The safety of our students is of utmost concern to us.

It is a violation of state law as well as dangerous for the safety of our students to use hand-held cell phones when driving on school property and in school zones. Cell phones must be hands-free and should never be a distraction. No cell phone use during drop-off and pick-up times unless parked in a marked space.

At dismissal time students are to go directly home, to their designated transportation area (Drive Line zone), or wait in the designated area to be picked up. At the K-8 levels, students should not go to another student's home without making arrangements prior to coming to school. If you need for your child to go home with someone else, a written (or emailed) note to the school is required. Running around and disruptive play is not acceptable. After school care can be arranged through the campus After School Care provider for ages 5-12.

Parents wishing to pick their child up before school dismissal must do so by following school attendance policies. It is our hope that dentist and doctor appointments can be made after school hours or on Saturdays, if possible. If this is not possible and your child has an appointment and must be released from school early you need to send a note indicating the time you will pick him/her up. Students will not be called to the main office until you arrive.

SCHOOL HOURS

ILTexas students attend school for a period of at least 8 hours each day. Each campus will post information regarding school hours on the campus website located at ILTexas.org.

STUDENT DRIVERS

Driving and parking on school grounds are a privilege. This privilege may be revoked if proper guidelines are not followed. In order to qualify for parking at ILTexas, student drivers must complete the Student Driver Application, pay the requisite fee of \$20 per semester or \$30 for the year (paid by September 1), and properly display the school's parking decal on their vehicle. The application requires students to submit a photocopy of their current driver's license and proof of insurance. Both documents must be current and on file before parking privileges are extended.

Student drivers must:

- Park only in the areas designated as student parking;
- Drive safely at all times, using extreme caution for other students and pedestrians;
- Obey all traffic instructions from teachers and school personnel; and
- Obey all posted traffic signs and markings.

Painting of parking spaces is at the discretion of the Campus Principal.

ASSESSMENTS, STAAR, AND ACADEMIC SUPPORT

ASSESSMENT

We believe that assessment plays a critical role in driving the quality curriculum necessary to empower students to reach their potential. Assessment tells us where students are in their learning, and provides students with guidance towards higher levels of achievement. Assessment is central to the ILTexas effort to achieve its mission.

END OF CYCLE ASSESSMENTS (ECA)

An End of Cycle Assessment is used at the conclusion of each grading period to assess learning and understanding of the curriculum. An ECA is standardized across ILTexas. Semester Exams/Final Exams at the High School level courses are designed to measure student understanding of required learning objectives taught over the course of the semester/year. The results of these assessments determines a student's overall understanding or mastery of the assessed subject.

REQUEST FOR FINAL EXAM DATE CHANGE

Final, Semester, or ECA Exam dates are established by headquarters. Only in the most extreme circumstances (e.g. death in the immediate family), will approval be given for a request to change the administration of final or semester exam.

EARLY READING INDICATOR

ILTexas will use a research-based, state approved tool to detect early reading difficulties or risk of reading difficulties at an early level and to provide a summary of reading skills and comprehension which teachers can use in planning individual and/or group instruction.

STATE OF TEXAS ASSESSMENTS OF ACADEMIC READINESS (STAAR) TESTING AND REMEDIATION

ILTexas is committed to student success on the State of Texas Assessments of Academic Readiness (STAAR) and takes seriously its obligation to provide students the support and assistance they need to succeed. All students at STAAR-tested grade levels (3–12) will be regularly assessed to ensure they are making appropriate progress through the required state curriculum. Students who are not making satisfactory progress will receive remedial help. Students who have failed a STAAR test in SSI years will be required to attend academic support classes / tutorials (accelerated instruction) when the school offers them in the areas in which the standard was not met. In some cases, this may be an on-going, regularly scheduled class. In others, it may be an intense scheduled tutorial period for any time frame prior to the STAAR testing scheduled for March-May.

The State of Texas Assessments of Academic Readiness (STAAR) and its related End-of-Course (EOC) assessments for high school grades will consist of the following examinations:

- Elementary and Middle School Grade 3: Reading & Math
- Grade 4: Reading, Math, & Writing
- Grade 5: Reading (SSI), Math (SSI), & Science Grade 6: Reading & Math
- Grade 7: Reading, Math & Writing
- Grade 8: Reading (SSI), Math (SSI), Science, & Social Studies

Performance on STAAR Exams

High School End of Course English I and II Algebra I Biology
US History

Successful performance on the reading and math assessments in grades 5 and 8 is required by law, unless the student is enrolled in a reading or math course for students above the student's current grade level, in order for the student to be promoted to the next grade level.

Additionally, STAAR Spanish is available for eligible students for whom a Spanish version of STAAR is the most appropriate measure of academic performance.

Performance on EOC Assessments

High School students are required, with limited exceptions, to perform satisfactorily on the High School End of Course assessments listed above. A student who has not achieved sufficient scores on the EOC assessments to graduate will have opportunities to retake the assessments. State law and state rules also provide for certain scores on norm-referenced national standardized assessments to substitute for the requirement to meet satisfactory performance on an applicable EOC assessment should a student choose this option.

If a student fails to perform satisfactorily on an EOC assessment, ILTexas will provide remediation in the content area for which the performance standard was not met. This may require student participation before or after normal school hours, or at times of the year outside of normal school operations. Satisfactory performance on the applicable assessments will be required for graduation, except in circumstances where a student may be eligible to graduate in accordance with a plan approved by an Individual Graduation Committee.

STAAR Alternate 2 is available for students who have significant cognitive disabilities and are receiving special education services, as determined by the student's ARD committee. These particular assessments may have different testing windows than the general assessments, and the ARD committee will determine whether successful performance on the assessments will be required for graduation.

MIDDLE SCHOOL ALGEBRA I & ENGLISH I PARENT/STUDENT OPTIONS (IF SUCCESS IS NOT MET)

● Algebra I

- A. If a student passes 8th grade Algebra I class but fails the Algebra I EOC then the parent(s) and student have two options: The student retakes EOC in June. If the student passes, they receive HS credit for Algebra I. If the student fails the June administration of the EOC then it is expected that the student repeat Algebra I in 9th grade.
- B. The student retakes Algebra I the following year as a freshman and then retakes the EOC at the end of Algebra I.

● English I

If a student passes 8th grade English I but fails the English I EOC then the parent(s) and student have two options:

31. The student retakes EOC in June. If the student passes, they receive HS credit for English I. If the student fails, the June administration of the EOC then it is expected that the student repeat English I in 9th grade.
32. The student retakes English I the following year as a freshman and then retakes the EOC at the end of English I.

TEXAS ENGLISH LANGUAGE PROFICIENCY ASSESSMENT SYSTEM (TELPAS)

ILTexas will utilize the TELPAS to assess the English language proficiency of K-12 English Language Learners (ELs). English language proficiency assessments in grades K-12 are federally required to evaluate the progress made by ELs in becoming proficient in the use of academic English. ELs will be assessed in four language domains - listening, speaking, reading, and writing.

SPECIAL PROGRAMS

Bilingual/ESL Services

ILTexas offers Bilingual/English as a Second Language (ESL) services (Two-way DLI) for English language learners who are identified as English Learners (EL's). The program is designed to assist students identified as having Limited English Proficiency with development in language – listening, speaking, reading, and writing. The goal of this program is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with state-approved Oral Language Proficiency and Norm-Referenced Test to qualify for placement in the program. If the test results indicate either limited oral or limited cognitive academic English ability, the student (with parent approval) is provided additional English language support.

Special Education Services

ILTexas has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5 to 21 years of age and who fall within the school's jurisdiction. If you know or suspect that your student has a disability, please contact the school's Special Education Coordinator, Shannon Urbina, 972-479-9078, surbina@ILTexas.org for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan (IEP), which is developed by the student's Admission, Review, and Dismissal (ARD) Committee. The ARD Committee considers the student's disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

All special education services are provided in the least restrictive environment, which may be special education settings, general education settings, or a combination of both. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled.

The Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities, can be obtained from the Special Education Coordinator, Shannon Urbina, 972-479-9078, surbina@ILTexas.org or at the Texas Education Agency Special Education Website:

http://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Special_Education/

Providing Assistance to Students who have Learning Difficulties or who Need Special Education Services

If a student is experiencing learning difficulties, the parent may contact the campus Counselor to learn about ILTexas' overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation. Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students,

including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the school's ability to meet the needs of all struggling students.

ILTexas shall provide an annual notice to the parent of each child in general education to whom the school provides assistance for learning difficulties, including intervention strategies. The notice must be provided when the child begins to receive the assistance for that school year, in English or in the parent's native language, to the extent practicable, and must include:

- A reasonable description of the assistance that may be provided to the child;
- Information collected regarding any Tier 1 intervention if a multi-tiered system of supports was previously used with the student;
- An estimate of how long the assistance will be provided;
- The estimated time frame within which the school will provide the parent with a report on the child's progress with the assistance; and
- A statement that the parents have the right to request an evaluation of the student's need for special education services under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. Section 794).

At any time, a parent is entitled to request an evaluation for special education services by presenting a written request to the Special Education Coordinator, Shannon Urbina, 972-479-9078, surbina@ILTexas.org or an administrative employee. ILTexas must, within 15 school days of receiving the request, either (1) give the parent an opportunity to give written consent for the evaluation or (2) refuse to provide the evaluation and provide the parent with written notice that explains why the child will not be evaluated. This written notice will include a statement that informs the parents of their rights if they disagree with the school. Additionally, the parent will receive a copy of the Notice of Procedural Safeguards – Rights of Parents of Students with Disabilities.

If consent for evaluation is obtained, ILTexas must generally complete the evaluation and report within 45 school days of the date the school receives the written consent. ILTexas must give a copy of the evaluation report to the parent.

Section 504 Services

ILTexas provides a free appropriate public education to each qualified student with a disability, regardless of the nature or severity of the student's disability. A "student with a disability" is one who has a physical or mental impairment that substantially limits one or more of the student's major life activities, has a record of having such impairment, or is regarded as having such impairment. A student with a disability is "qualified" if he or she is between the ages of 3 and 21, inclusive.

An appropriate education is the provision of regular or special education and related services that are (1) designed to meet the student's individual educational needs as adequately as the needs of students who do not have disabilities are met; and (2) based on adherence to procedures that satisfy federal requirements for educational setting, evaluation and placement, and procedural safeguards.

Qualified students with disabilities will be placed in the regular educational environment, unless ILTexas demonstrates that education in the regular environment with the use of supplemental aids and services cannot be achieved satisfactorily. Should an alternate educational environment be necessary, the school will comply with all legal requirements regarding least restrictive environment and comparable facilities for students with disabilities. In providing or arranging for nonacademic and extracurricular services and activities, the school will ensure that a qualified student with a disability participates with students who do not have disabilities to the maximum extent appropriate.

To be eligible for services and protections against discrimination on the basis of disability under Section 504 of the Rehabilitation Act, a student must be determined, as a result of an evaluation, to have a “physical or mental impairment” that substantially limits one or more major life activities. If a student has or is suspected of having a disability, or requires special services, parents or teachers should contact the Special Education Coordinator for information concerning available programs, assessments, and services.

Services for Title I Participants

Information regarding ILTexas’ Title I program may be obtained from Krystal Lovato, Director of Federal Programs.

FIELD TRIPS AND ACTIVITIES BEYOND THE CLASSROOM

Scheduled field trips are an important part of the school curriculum. Parents will be notified (campus website, email, School Messenger) when field trips are planned. Permission/Release forms must be signed by the parent and presented to the field trip organizer before a student is permitted to participate in a field trip activity. All students are expected to be in full uniform unless special permission has been obtained from the campus principal.

END OF YEAR EDUCATIONAL TRIPS

Throughout the year, students work in their academic classes to earn trips that help make connections between their in-class learning and the world beyond. In order to attend, students must meet academic and behavioral expectations of the school, participate in Grade Level Trip Fundraising Activities, and pay for their portion of the trip as allowed by law. Information will be distributed by campuses and/or headquarters and can be subject to change.

FUNDRAISING

Students and/or parents/guardians will have opportunities to participate in Principal-approved fundraising activities. Fundraising for personal (non-ILTexas) reasons will not be allowed.

TRANSPORTATION

ILTexas does not provide regular transportation to and from school, unless required by a student’s Individualized Education Plan (“IEP”) for a student with disabilities.

ILTexas may arrange and coordinate transportation for off-site events for participants. Students must get written permission in advance and assume all liability if they do not use school transportation, if it is provided. If ILTexas provides transportation, students are expected to follow the directions of the teacher/sponsor and driver at all times. The Student Code of Conduct and all school rules apply when attending a school-sponsored and/or sanctioned event.

If a student with a disability is receiving school transportation as a result of an IEP, the Admission Review and Dismissal (“ARD”) Committee will have the discretion in determining appropriate disciplinary consequences related to inappropriate behavior in a school vehicle.

VIDEO MONITORING SYSTEM

For safety purposes, including the maintenance of order and discipline, surveillance cameras may be used to monitor student behavior in classrooms, on school vehicles, and in common areas. Video recordings may be reviewed routinely to document student misconduct and used by ILTexas staff when investigating an incident. Tapes and other video recordings will be available for viewing pursuant to the Family Educational Rights and Privacy Act (“FERPA”).

LUNCH VISITATIONS

Grades K – 12: Relatives of students are welcome to visit during lunch. Please follow campus lunch visitation procedures/protocol.

BIRTHDAYS/INVITATIONS (K–8)

Student birthdays may be celebrated by distributing “goodie bags” with prepackaged/sealed items to each student in the class right before dismissal. Birthdays will not be celebrated by bringing in balloons, cakes, cupcakes, and other food items. Invitations to a private birthday party will only be distributed at school if each student in the class receives one.

STUDENT PARTIES FOR K–5

In an effort to maximize instructional time, school parties are scheduled twice a year – Winter Holiday party and End of Year party.

CHILD NUTRITION PROGRAM

FOOD AND NUTRITIONAL SERVICE

ILTexas is approved by the Texas Department of Agriculture (TDA) to operate under the National School Lunch Program (NSLP) and School Breakfast Program (SBP). ILTexas is also a participant of the Healthy, Hungry-Free Kids Act of 2010. Every school participating in NSLP and SBP must follow the strict nutritional guidelines implemented by the USDA. All Breakfast Meals must include a fruit, grain and milk. All Lunch Meals must include a meat/meat alternate, fruit, vegetable, grain and milk. The USDA sets limits on the amount of calories, fat, sugar and sodium a student can consume daily, based on their grade (*See Meal Pattern at <https://www.iltexas.org/general-information-ceud>*).

Students are given the option to bring lunch from home or purchase breakfast or lunch from ILTexas.

Special Diet

Any student purchasing meals at school, who has a life-threatening food allergy and requires a Special Meal, must have a Physician complete the form located at: <https://www.iltexas.org/general-information-ceud>.

*Students and their parents shall not disseminate food to other students.

Price of Meals (All Campuses, All Ages)

Breakfast: \$ 2.00 (Paid); \$.30 (Reduced) Lunch: \$ 3.50 (Paid); \$.40 (Reduced)

Free and Reduced Price Lunch Applications

<http://iltexas.schoollunchapp.com> This program is income based. All parents are encouraged to complete an online application. Personal information is never shared.

WAYS TO PAY FOR MEALS (July 1, 2020-June 2021)

- My School Bucks (www.myschoolbucks.com): To access, you may go to your Apps store and download the **My School Bucks** App, or go to the ILTexas Website (www.iltexas.org). A Link is available under the Parent tab: School Meal
 - Information-Meal Payment Process-**My School Bucks**. Student ID Number is required to make payments.
- Free and Reduced Lunch Application: To access, please go to the ILTexas Website <http://iltexas.schoollunchapp.com>
- A Link is available under the Parent tab: School Meal Information-click on Free and Reduced Application-Qualifications and requirements.
- After the 13th of August and through June 2021, you may send payment with your child or drop off payments at the front office of each campus. There is a locked mailbox where payments are placed for the Child Nutrition's Cashier to pick-up (or) a parent may request to see a cashier and present payment directly to the cashier between 8:00 a.m. and 9:30 a.m.
- CREDIT CARD ON-LINE PAYMENTS: Cash may be received at the end of all serving lines. A Student may pay cash for both meals on the day of service even if they have a negative balance.
 - Students may opt to pay cash daily if they choose; however, it is strongly encouraged for students to maintain a positive balance at all times in order to ensure they will always receive a complete meal and expedite the line. ILTexas has a Charge Policy for all grades.

NO CHARGE POLICY

Effective May 1, 2021, students will no longer be allowed to charge meals to a negative account. This is part of end of year accounting and closing out the food service books. Students with a positive balance of \$3.50 or more may charge meals to their account. If their account is below

\$3.50, cashiers will NOT have the ability to ring up a meal. Courtesy meals will consist of a cheese sandwich.

Please understand that effective May 1, 2021, through the end of the school year, that we cannot charge meals and we cannot give free meals to students who are not in a free status. Please help us to ensure that your child is able to eat meals at school by paying off their balances and adding funds to their account. If this is not feasible, please send your child(ren) to school with a lunch.

FREE AND REDUCED APPLICATIONS

First Day – August: Any returning student receiving benefits- Free or Reduced will start school with the same Eligibility Determined Benefit. They will be honored until September 25th of each year. In order to have your benefits continue, a new application must be completed each year before September 28th or all benefits will be terminated and students will go back to a paid status.

To apply, Simply log onto (ILTexas.org) website: www.ILTexas.org. Follow the instructions by clicking Parent/School Meal Information/ Free and Reduced Application. Complete the form and submit. Please write down your confirmation number for records. The Determination of Eligibility letter will be sent via email within 10 school days. If you do not have a computer, you may go to any campus and use one of the computers on site. If you have any questions, please contact the Child Nutrition Department.

SMART SNACKS

Smart Snacks are a new Federal compliance rule effective on July 1, 2014. Smart Snacks standards are applicable during the school day which is defined as midnight before, to 30 minutes after the last instructional period. If food is given away during the school day, then it must meet the competitive food standards.

Any Smart Snacks, if offered, will fall under the New Smart Snack Rule. These rules set limits on calories, fats, sugars and sodium. Students are encouraged to consume Dairy, Whole Grain, Protein, Fresh Fruit and Vegetables.

BIRTHDAYS AND SPECIAL EVENTS

Birthday cakes, cupcakes and other sugary foods of Minimal Nutritional value may not be served during the school day. However, any Snacks, or competitive foods, free or donated, do not apply.

COMMUNICATION WITH PARENTS

Ongoing communication between home and school is a high priority at ILTexas. The role of the parent or guardian continues to be an important factor in the academic and social success of each student. Parents will be informed through various means of communication throughout the school year. Parents will be informed of involvement activities and opportunities through their home campuses and throughout ILTexas. Newsletters, written notices, email, websites, Principal Coffees and Parent Nights may be utilized to establish and maintain an open line of communication. Parents are also encouraged to become active members of the Parent Teacher Organization (PTO) established at their campus. The website ILTexas.org provides general information about the headquarters and its programs, as well as current news items and the calendar

There are a number of ways for parents to receive information about their child's progress and school:

Grades

Grades will be available online through Skyward. Parents are encouraged to monitor their child's grades on a regular basis. Progress Reports and Report Cards will be available via Skyward.

PARENT-TEACHER CONFERENCES

Parent-Teacher Conferences provide opportunities for teachers to share information with parents about their child's progress in school. The parent/teacher conference is an important means of reporting to parents and guardians. These conferences are scheduled after the first six weeks of each semester. Additional conferences may be held at the request of the parent or teacher anytime during the year.

PARENT AND STUDENT COMPLAINTS AND GRIEVANCES

International Leadership of Texas, ILTexas, values the opinions of its parents and the public it serves. Parents and students have the right to express their views through appropriate informal and formal processes.

The Board of Directors encourages parents and students to discuss concerns and complaints through informal meetings with their Campus Principal. Concerns and complaints should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Neither the Board of Directors nor any school employee shall retaliate against a parent or student for voicing a concern or complaint.

The purpose of the grievance process is to resolve conflicts in an efficient, expeditious, and just manner.

The Superintendent or Director of Student Services may develop more detailed grievance procedures. The Superintendent or Director of Student Services shall ensure that the School's grievance procedures are provided to any grievant. The formal grievance procedures shall be in accordance with Commissioner of Education rules.

For purposes of this policy, "days" shall mean school days, and announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Informal Conferences

A parent or student may request an informal conference through the relevant Campus Principal within ten calendar days of the time the parent or student knew or should have known of the event(s) giving rise to the complaint. If a parent or student is not satisfied with the results of the informal conference, he or she may request a second informal conference with the Director of Student Services. If, after an informal conference with the Director of Student Services, the parent or student is not satisfied, they may then submit a written grievance form to campus Principal. Grievance forms may be obtained from the office of the Director of Student Services.

Formal Grievance Process

The formal process provides all persons with an opportunity to be heard up to the highest level of management if they are dissatisfied with an administrative response. Once all administrative procedures are exhausted, a person can bring concerns or complaints to the Board, as outlined below.

A grievance must specify the harm alleged by the parent or student, and the remedy sought. A parent or student should not submit separate or serial grievances regarding the same event or action. Multiple grievances may be consolidated at the school's discretion. All time limits shall be strictly complied; however, if an administrator determines that additional time is needed to complete a thorough investigation of the complaint and/or to issue a response, the administrator shall inform the parent or student in writing of the need to extend the response time and provide a specific date by which the response will be issued. Costs of any grievance shall be paid by the grievant.

LEVEL ONE GRIEVANCE

A parent or student shall submit a written Level One Grievance Form to the Campus Principal or designee within the latter of (1) ten school days from the time the event(s) causing the complaint were or should have been known, or (2) within five school days following an informal conference with the Campus Principal and/or the Director of Student Services. The school reserves the right to require the grievant to begin the grievance process at Level Two.

The Campus Principal or designee will meet with the complaining parent or student within ten school days after receiving the Level One Grievance Form. Following this conference, the Campus Principal or designee shall have ten school days to issue a Level One decision.

Note: A complaint against the Superintendent shall begin at Level Four.

LEVEL TWO GRIEVANCE

If the parent or student is not satisfied with the Level One decision, or if no decision is provided, the parent or student may submit a written appeal to the Executive Director – Office of Professional

Responsibility. The appeal must include a signed statement of the complaint, any evidence supporting the complaint, and the date and results of the conference with the Campus Principal or designee. The appeal must be filed within ten school days of the Level One decision or the response deadline if no decision is made.

The Director of Student Services or designee will hold a Level Two conference within ten school days after receiving the Level Two appeal. The Executive Director – Office of Professional Responsibility or designee will have ten school days following the conference to issue a Level Two decision.

□ LEVEL THREE GRIEVANCE

If the parent or student is not satisfied with the Level Two decision, or if no decision is provided, the parent or student may request in writing a conference with the Superintendent or designee. The request must include the documentation submitted to the Director of Student Services or designee, and the date and results of the Level Two conference. The request must be filed within ten school days of the Level Two decision or the response deadline if no decision is made.

The Superintendent or designee will hold a conference with the parent or student within ten school days after receiving the Level Three appeal. The Superintendent or designee shall have ten school days following the conference to issue a Level Three decision.

□ LEVEL FOUR GRIEVANCE

If the parent or student is not satisfied with the Level Three decision, or if no decision is provided, the parent or student may submit to the Superintendent or designee a written appeal to the Board of Directors. The request must be filed within ten school days of the Level Three decision or the response deadline if no decision is made. The parent or student shall subsequently be informed of the date, time, and place of the appeal hearing before the Board of Directors.

The Board of Directors shall hear the parent or student complaint, and may set a reasonable time limit for presenting the complaint. Only written documentation and issues previously submitted and presented by the parent or student and the school will be considered. An audiotape recording of the hearing shall be made.

If the complaint involves concerns or charges regarding a school employee, it shall be heard by the Board of Directors in closed session unless the employee to whom the complaint pertains requests that it be heard in public.

The Board of Directors shall communicate its decision within ten school days of the hearing. The Board of Directors may not delegate its authority to issue a decision, and any decision by the Board of Directors is final and may not be appealed.

Additional Complaint Procedures

This Parent and Student Complaints and Grievances process does not apply to all complaints:

1. Complaints alleging discrimination or harassment based on race, color, gender, national origin, disability, religion, or any other characteristic protected by law shall be submitted as described in “Reports of Student Discrimination or Harassment,” as set forth in this handbook.
2. Complaints concerning retaliation related to discrimination and harassment shall be submitted as described in “Reports of Student Discrimination or Harassment,” as set forth in this handbook.
3. Complaints concerning bullying or retaliation related to bullying shall be submitted as described in “Freedom from Bullying and Cyber-Bullying,” as set forth in this handbook.

4. For complaints concerning loss of credit on the basis of attendance.
5. For complaints concerning disciplinary long-term suspensions and/or expulsions.
6. Complaints concerning the identification, evaluation, or educational placement of a student with a disability within the scope of Section 504 shall be submitted as described in the Parent and Student Complaints and Grievances process described above, except that the deadline for filing an initial Level One grievance shall be thirty (30) calendar days and the procedural safeguards handbook.
7. Complaints concerning the identification, evaluation, educational placement, or discipline of a student with a disability within the scope of the Individuals with Disabilities Education Act shall be submitted in accordance with applicable Board policy and the procedural safeguards provided to parents of all students referred to special education.
8. Complaints regarding the Free and Reduced Price Meal Program. In accordance with federal law and U.S. Department of Agriculture policy, the school is prohibited from discriminating on the basis of race, color, religious creed, sex, political beliefs, age, disability, national origin, or limited English proficiency. (Not all bases apply to all programs.) Reprisal is prohibited based on prior civil rights activity. If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, which is available online at the following website: http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter by mail to U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov. Individuals who are deaf, hard of hearing, or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339, or (800) 845-6136 (Spanish). USDA is an equal opportunity provider and employer.

CELL PHONES AND ELECTRONIC DEVICES

Students are permitted to have cell phones and other electronic devices in their possession, however, cell phones and electronic devices are not to be seen nor utilized during instructional time. There is an exception provided in instances when students are directed by their teacher to utilize their cell phones for instructional purposes during designated lessons.

If an ILTexas employee observes a student using personal electronic device (including a cell phone) during instructional time without permission from a school official, the employee will collect the device and turn it in to the front office. School officials may search the device if there is reasonable cause to believe that the device has been used in the transmission or reception of communications prohibited by law, policy, or regulation.

A parent will be contacted and a \$15 fee will be assessed and collected before the device is returned. A \$15 fee will be assessed each subsequent time a device is confiscated. Any disciplinary action will be in accordance with the Student Code of Conduct. ILTexas will not be responsible for damage to or loss or theft of confiscated devices.

CREDITS/TRANSCRIPTS FOR TRANSFER STUDENTS

EVALUATION OF CREDITS FOR TRANSFER STUDENTS

ILTexas accepts credits from other schools accredited by the State of Texas and other states. Courses will be evaluated by a counselor to determine if the course meets the requirements for graduation

from a Texas high school, as well as from ILTexas. All transfer grades earned in accredited schools will be converted to ILTexas grading scale and course designation consistent with ILTexas standards. In order to receive credit for work completed, students entering ILTexas from a non-accredited school or from home schooling may take credit-by-exam (CBE) tests approved in advance by ILTexas (through Texas Tech University). Students are responsible to pay applicable fees for these tests. Students must achieve test scores acceptable to ILTexas.

GRADE CONVERSION FOR TRANSCRIPTS WITH LETTER GRADES

Conversion of letter grades to numerical grades for students transferring in with letter grades from accredited schools will be based on numerical equivalents. Conversion of out-of-country students’ grade equivalency will be determined by evaluation of the students’ transcripts. A plus or a minus attached to a letter grade shall be converted as follows:

A+ = 98	B+ = 88	C+ = 78	
A = 95	B = 85	C = 75	D = 70
A - = 92	B - = 82	C - = 72	F = 69

ACADEMIC ACHIEVEMENT RECORD (AAR)/TRANSCRIPT

Each student has an academic achievement record with grades, graduation credits, grade point average and standardized test scores recorded from the beginning of the freshman year. A photocopy of the record is called a transcript and is required for admission by most secondary and post-secondary institutions. An official transcript may not be released without written request from a parent or student over (18) years of age.

Students taking dual credit classes are required to request their official transcripts with partnering institutions every semester in order for ILTexas to input dual credit course grades into their ILTexas transcript. It is the student’s responsibility to provide college transcripts to their Universities of choice.

DISCIPLINE/STUDENT CODE OF CONDUCT

GENERAL PRINCIPLES AND GUIDELINES

These rules of conduct and discipline are established to maintain good order and discipline in the school and to encourage responsible behavior on the part of all students. The objective of the Student Code of Conduct (the “Code of Conduct”) is to change errant behavior and to help the student make wiser decisions and better choices. The staff of the school has the responsibility to enforce the standards and policies of this Code of Conduct. Full cooperation of the students and parents/guardians is expected.

This Code of Conduct has been adopted by the Board of Directors and provides information to parents and students regarding expectations for behavior, consequences for misconduct, and procedures for administering discipline.

In accordance with state law, the Code of Conduct will be posted at each ILTexas campus and/or will be available for review at the Campus Principal’s office. Parents will be notified of any violation that may result in a student being suspended or expelled from ILTexas.

Students are expected to conduct themselves in an appropriate and respectful manner at all times. Any behavior that is detrimental to the learning environment of the student or other students and/or

staff members will not be tolerated. A student whose behavior shows disrespect toward others, including interference with another's access to public education and to a safe environment, will be subject to disciplinary action.

REPORTING TO LEGAL AUTHORITIES

The Campus administration will notify the appropriate law enforcement officials, if there is reason to believe a violation of law has occurred or there is a threat to safety.

AUTHORITY AND JURISDICTION

ILTexas has jurisdiction and disciplinary authority over a student in the following circumstances:

1. During the regular school day and while the student is going to and from school;
2. While the student is in attendance at any school-related activity, regardless of time or location;
3. For any school-related misconduct, regardless of time or location;
4. For any Offense of level III or IV committed while on ILTexas property or while attending a school-sponsored or school-related activity of ILTexas or another school in Texas;
5. For any Offense of level III or IV committed away from ILTexas property or utilized facility and not at a school-sponsored or school-related event, if the misconduct creates a substantial disruption to the educational environment, in the reasonable discretion of ILTexas;
6. While the student is in transit to or from school or to or from school-related activities or events;
7. When retaliation against a school employee or volunteer occurs or is threatened, regardless of time or location;
8. When criminal mischief is committed on or off ILTexas property or any facility¹ and/or at a school-related event;
9. When the student commits any felony punishable as a Level IV expulsion Offense under the Student Code of Conduct;
10. Any misdemeanor or felony offense, no matter when or where said activity occurs, if ILTexas determines that said activity occurred by a preponderance of the evidence; and
11. Any cyberbullying, on-line harassment, cybercrime, or computer related crime, that involves a computer or any device and/or network ("in the cloud" or otherwise), no matter when or where said activity occurs, including the sharing, displaying or transmitting any illegal images, words or otherwise, or that creates or is likely to create a substantial disruption to the educational environment.

Note: In addition to disciplinary consequences, misdemeanor and felony offenses committed on campus may be reported to an appropriate law enforcement agency.

Note: Any reference to school, property or facility includes any premises where ILTexas conducts any business, whether owned, leased, rented or donated.

EXPECTED STANDARDS OF STUDENT CONDUCT

Each student is expected to behave in a responsible manner by:

12. Demonstrating courtesy and respect for others;
13. Attending all classes, regularly and on time;
14. Preparing for each class by taking the appropriate materials and assignments to class;
15. Being well-groomed and dressing appropriately as defined by the school's uniform policy and at principal's discretion.
16. Obeying all campus, classroom and extracurricular rules, as well as appropriate verbal directives (in the reasonable discretion of ILTexas) given by any ILTexas employee or any other designated person;
17. Respecting the rights and privileges of other students, school staff, and other adults on campus or at school-related activities on or off campus;

18. Respecting the property of others, including school property and facilities;
19. Cooperating or assisting the school staff in maintaining safety, order, and discipline;
20. Adhering to the Academic Honesty Policy; and
21. Adhering to the Code of Conduct.

Campus, Classroom, and Assembly Rules

In addition to rules in this Code of Conduct, Campus Principals may impose additional campus rules, and teachers and extracurricular sponsors may impose and communicate such additional campus rules, classroom rules, where such rules are not inconsistent with this Code. A student's conduct in assemblies and other out-of-classroom activity must comply with rules applicable to those of the classroom.

Extracurricular Standards

Sponsors and coaches may develop and communicate written extracurricular expected standards of behavior for induction in and continued participation in that activity. Such standards may be higher than those of the Code of Conduct. These standards must be communicated to the students involved in that extracurricular activity and must be approved by the Campus Principal. Students who violate communicated extracurricular standards of behavior may be subject to disciplinary action under the Code of Conduct and, in addition, denied the opportunity to participate in extracurricular activities.

DISCIPLINE MANAGEMENT TECHNIQUES

Discipline will be designed to improve conduct and to encourage students to adhere to their responsibilities as members of the school community. Disciplinary action will draw on the professional judgment of teachers and administrators and on a range of discipline management techniques. Discipline for a particular offense may bring into consideration varying techniques and responses.

The following discipline management techniques may be used—alone or in combination—for misbehavior violating the Code of Conduct or campus/classroom rules:

- A. Assignment to After School Discipline (ASD), which includes up to 90 minutes of physical exercise, in a manner consistent with all rules and regulations applicable to student health and proper discipline of students with disabilities and/or other limiting conditions
- B. Assignment of school duties, other than class tasks, such as cleaning desks and campus beautification
- C. Behavioral contracts or an expectation plan
- D. Cooling off or timeout
- E. Counseling by teachers, counselors, or administrators
- F. Detention, either during the school day or outside the school day and/or Saturday School
- G. Expulsion, as specified in the Code of Conduct
- H. Grade reductions for academic violations such as cheating, copying, allowing others to copy work, or plagiarism
- I. In-school suspension, as specified in the Code of Conduct
- J. Out of school suspension
- K. Parent-administrator conferences
- L. Parent-teacher conferences
- M. Phone calls to parents/guardians
- N. Referral to an outside agency and/or legal authority for criminal prosecution, in addition to disciplinary measures imposed by ILTexas

- O. Rewards or demerits
- P. School probation, which may include a warning letter or statement from ILTexas administrators that future conduct may result discipline in accordance with the Code of Conduct
- Q. Seating changes in the classroom or lunchroom
- R. Sending the student to the office or other assigned areas, or another short-term removal from the classroom
- S. Temporary confiscation of items that disrupt the educational process
- T. Verbal or oral correction
- U. Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices
- V. Reflective essay using character traits
- W. Restorative Discipline
- X. Any other discipline management technique that is deemed appropriate by ILTexas

ROLE OF ILTEXAS STAFF

TEACHERS are authorized to assign Lunch Detention and Classroom Detention. Classroom Detention by a teacher must be scheduled with the parent and coordinated with the Grade Level Administrator. Teachers will work to determine why the student misbehaved and to help the student learn to make better choices in similar future situations.

THE GRADE LEVEL ADMINISTRATOR (GLA) is authorized to handle student discipline and may assign and supervise ASD of up to 90 minutes to help the student learn to make better choices in similar future situations.

THE ASSISTANT PRINCIPAL (AP) or designee is authorized to enforce discipline and to investigate any allegation of misconduct. The AP may question any witnesses in addition to the offending student and may ask for written statements that may include time, date, circumstances, observations, and signature.

The AP may assign all above disciplinary consequences and is authorized to supervise ASD, up to 90 minutes of physical exercise that may include students walking 3 miles (20 minute pace), cleaning desks, campus beautification efforts, or other relevant duties as assigned. Additionally, the AP may assign Saturday Detention, In-School-Suspension (ISS), or Out of School Suspensions (OSS) for up to five days. The AP will attempt to reach a parent by phone and follow-up with an email notification to the parent of ISS dates.

THE CAMPUS PRINCIPAL has the authority to implement the Code of Conduct, up to and including the suspension of a student from campus. The Campus Principal may also assign any of the disciplinary consequences described above and may recommend a student for expulsion.

CODE OF CONDUCT VIOLATIONS

Level I Offenses

The following Level I behaviors are prohibited at all school and school-related activities:

1. Scuffling (pushing, shoving, hitting, kicking or something akin thereto) – student on student
2. Disobeying conduct rules when riding school transportation or when driving a personal vehicle to or from school and or school-related activities
3. Engaging in any misbehavior that gives school officials reasonable cause to believe that such conduct will substantially disrupt the school program
4. Public displays of affection (PDA)

5. Using a cellular telephone or other electronic device without permission from a staff member
6. Possessing or using a laser pointer for other than an approved use
7. Excessive tardiness as defined by the tardy section of the Attendance Policy
8. Violating campus or classroom standards of behavior
9. Skipping/ditching/cutting a class
10. Using profanity
11. Violating dress and grooming standards as communicated in the Student/Parent Handbook
12. Violating laboratory safety rules.

Disciplinary Consequences for Level I Offenses Detention

- Application of one or more Discipline Management Techniques
- After School Discipline (ASD)
- Confiscation of cell phones or other electronic devices if the offense relates to the use of the cell phone or other electronic device
- Restorative Discipline
- Removal from the classroom and/or placement in another classroom
- Restitution/restoration, if applicable
- Behavioral Contract
- Temporary confiscation of items that are prohibited or that disrupt the educational process
- Parent contact
- Withdrawal of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations
- In School Suspension (ISS)

Level II Offenses

The following Level II behaviors are prohibited at all school and school-related activities, and at other times and locations as described below:

1. Insubordination, or failing to comply with directives given by school personnel
2. Violating the ILTexas honor code by committing academic dishonesty, to include but not limited to cheating or copying the work of another student
3. Engaging in conduct that contains the elements of the offense of breach of computer security under Section 33.02, Penal Code, if
 - a. the conduct involves accessing a computer, computer network, or computer system owned by or operated on behalf of ILTexas; and
 - b. the student knowingly (i) alters, damages, or deletes ILTexas property or information or (ii) commits a breach of any other computer, computer network, or computer system
4. Engaging in threatening behavior toward another student or school employee on or off school property
Engaging in verbal or written exchanges that threaten the safety of another student, a school employee, or school property
5. Possessing or selling a weapons replica (look-alike weapon)
6. Possessing published or electronic material that is designed to promote or encourage illegal behavior or that could threaten school safety; using e-mail, social media, or Internet sites to encourage illegal behavior or threaten school safety
7. Throwing objects that can cause bodily injury or property damage
8. Making false accusations or hoaxes regarding school safety
9. Discharging a fire extinguisher without a valid or reasonable reason
10. Damaging or vandalizing property owned by others

11. Using mace or pepper spray
12. Deliberate destruction or tampering with school computer data or networks
13. Possession of stolen property
14. False alarm, false statement or report
15. Gambling
16. Possessing or using matches or a lighter
17. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program or to promote/encourage illegal behavior that could threaten school safety
18. Using articles not generally considered to be weapons, including but not limited to school supplies, to harm others
19. Issuing a false fire alarm
20. Falsifying records, passes, or other school-related documents
21. Violating computer use policies, rules, or agreements signed by the student, and/or agreements signed by the student's parent
22. Possessing, smoking, or using tobacco products, including E-Cigarettes or vapes or vapors
23. Leaving school grounds or school-sponsored events without permission
24. Academic dishonesty
25. Using racially derogatory language
26. Persistent Level I offenses

Disciplinary Consequences for Level II Offenses (not in order of progressive disciplinary measures):

- Detention
- Application of one or more Discipline Management Techniques
- After School Discipline (ASD)
- Confiscation of cell phones or other electronic devices if the offense relates to the use of the cell phone or other electronic device
- Grade reductions for academic dishonesty
- In-school suspension
- Out-of-school suspension
- Restorative Discipline
- Removal from the classroom and/or placement in another classroom
- Restitution/restoration, if applicable
- Saturday School
- School-assessed or school-administered probation
- Temporary confiscation of items that are prohibited or that disrupt the educational process
- Verbal correction
- Withdrawal or probation of privileges, such as participation in extracurricular activities and eligibility for seeking and holding honorary offices, and/or membership in school-sponsored clubs or organizations

Level III Offenses

1. Abusing a prescription drug, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug on school property or at a school-related event
2. Any of the following offenses, no matter when or where the offense takes place:
 - a. Conduct involving a public school that contains the elements of the offense of false alarm or report under Section 42.06, Penal Code, or terroristic threat under Section 22.07, Penal Code
 - b. Engaging in conduct punishable as a felony

- c. Engaging in conduct that contains the elements of the offense of assault under Section 22.01(a)(1), Penal Code
 - d. Selling, giving, or delivering to another person or possessing or using or being under the influence of (1) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq. or (2) a dangerous drug, as defined by Chapter 483, Health and Safety Code
 - e. Selling, giving, or delivering to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of an alcoholic beverage
 - f. Engaging in conduct that contains the elements of an offense relating to an abusable volatile chemical under Sections 485.031 through 485.034, Health and Safety Code
 - g. Engaging in conduct that contains the elements of the offense of public lewdness under Section 21.07, Penal Code, or indecent exposure under Section 21.08, Penal Code
 - h. Engaging in conduct that contains the elements of the offense of deadly conduct under Section 22.05, Penal Code
3. Engaging in conduct that contains the elements of an offense under Section 22.01(a)(1), Penal Code, against a public school employee or a volunteer as defined by Education Code Section 22.053, in retaliation for or as a result of the person's employment or association with a public school, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property
 4. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a public-school fraternity, sorority, or gang; or engaging in any gang activity
 5. Hazing, meaning any intentional, knowing, or reckless act, occurring on or off ILTexas property, by one person alone or acting with others, directed against a student, that endangers the mental or physical health or safety of a student for the purpose of pledging, being initiated into, affiliating with, holding office in, or maintaining membership in an organization. Hazing includes but is not limited to:
 - a. any type of physical brutality, such as whipping, beating, striking, branding, electronic shocking, placing of a harmful substance on the body, or similar activity;
 - b. any type of physical activity, such as sleep deprivation, exposure to the elements, confinement in a small space, calisthenics, or other activity that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - c. any activity involving consumption of a food, liquid, alcoholic beverage, liquor, drug, or other substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student;
 - d. any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from entering or remaining registered in an educational institution, or that may reasonably be expected to cause a student to leave the organization or the institution rather than submit to acts described in this subdivision; and
 - e. any activity that induces, causes, or requires the student to perform a duty or task that involves a violation of the Penal Code
 6. Creation of or involvement with a hit list, meaning a list of people targeted to be harmed using a firearm; as defined by Section 46.01(3), Penal Code; a knife, as defined by Section 46.01(7), Penal Code; or any other object to be used with intent to cause bodily harm
 7. Possessing a razor, box cutter, chain, or any other object which could be used in a threatening manner with intent to inflict bodily injury on a person
 8. Possessing or selling the following:
 - a. a stun gun
 - b. ammunition

- c. an air gun or BB gun (except as appropriately used by ILTexas' JROTC Program)
 - d. fireworks of any kind, smoke or stink bombs, or any other pyrotechnic device
9. Public lewdness
 10. Conduct endangering the health and safety of others
 11. Felony criminal mischief against school property, another student, or school staff (\$2,500 and up, as determined by ILTexas)
 12. Inappropriate or indecent exposure of a student's private body parts or lewd sexual behavior
 13. Engaging in conduct that constitutes dating violence, including the intentional use of physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship
 14. Engaging in conduct that constitutes sexual harassment, whether the conduct is by word, gesture, or any other sexual conduct, including requests for sexual favors directed toward another student or an ILTexas employee
 15. Engaging in harassment motivated by race, color, religion, national origin, disability, gender, or age and directed toward another
 16. Engaging in inappropriate verbal, physical, or sexual contact directed toward another student or a school employee
 17. Recording, sending or posting electronic messages, pictures or video that are obscene, sexual in nature, threatening, harassing, damaging to another's reputation, promotes violence, or illegal
 18. Harassment - threatening to cause harm or bodily injury to another student, engaging in sexually intimidating conduct, causing physical damage to the property of another student, subjecting another student to physical confinement or restraint, or maliciously taking any action that substantially harms another student's physical or emotional health or safety
 19. Retaliation against any school employee or volunteer at any time or place
 20. Selling, giving, or delivering to another person or possessing, using, or being under the influence of marijuana, a controlled substance, simulated controlled substance, paraphernalia, dangerous drug, inhalants or alcoholic beverage
 21. Setting or attempting to set fire on school property (not Arson)
 22. Targeting another individual for bodily harm
 23. Possessing pornographic material
 24. Bullying and/or cyberbullying, including intimidation by name-calling, using ethnic or racial slurs, or making derogatory statements that could disrupt the school program or incite violence
 25. Forgery of school documents at school or otherwise
 26. Forcing an individual to act through the use of force or threat of force or committing extortion, coercion, or blackmail (obtaining money or another object of value from an unwilling person)
 27. Committing or assisting in a robbery or theft even if it does not constitute a felony
 28. Vandalism of or conduct constituting criminal mischief with respect to school facilities or property
 29. Engaging in conduct punishable as a Level III offense when the conduct occurs off school property and not at a school-sponsored or school-related event, and the conduct creates a substantial disruption to the educational environment in the reasonable judgment of ILTexas
 30. Burglary of a motor vehicle
 31. Repeated Level I and Level II offenses
 32. Serious academic dishonesty or repeat violations of the ILTexas honor code, to include but not limited to cheating or copying the work of another student

Disciplinary Consequences for Level III Offenses (not in order of progressive disciplinary measures):

- Any applicable Level I Disciplinary Consequence
- Any applicable Level II Disciplinary Consequence
- Out-of-school suspension for up to five days

- Discretionary Recommendation for Expulsion

Level IV Offenses

The following Level IV behaviors are prohibited:

1. Conduct containing the elements of the offense of unlawfully carrying weapons under Section 46.02, Penal Code, or elements of an offense relating to prohibited weapons under Section 46.05, Penal Code
2. Aggravated assault under Section 22.02, Penal Code, sexual assault under Section 22.011, Penal Code, or aggravated sexual assault under Section 22.021, Penal Code
3. Arson under Section 28.02, Penal Code
4. Murder under Section 19.02, Penal Code, capital murder under Section 19.03, Penal Code, or criminal attempt, under Section 15.01, Penal Code, to commit murder or capital murder
5. Indecency with a child under Section 21.11, Penal Code
6. Aggravated kidnapping under Section 20.04, Penal Code
7. Aggravated robbery under Section 29.03, Penal Code
8. Manslaughter under Section 19.04, Penal Code
9. Criminally negligent homicide under Section 19.05, Penal Code
10. Continuous sexual abuse of young child or children under Section 21.02, Penal Code
11. Engaging in bullying that encourages a student to commit or attempt to commit suicide
12. Possession, use, transfer or exhibition of a firearm, location-restricted knife, club, or any other weapon or object intended to be used as a weapon.
13. Selling, giving, or delivering to another person or possessing or using or being under the influence of (1) marijuana or a controlled substance, as defined by Chapter 481, Health and Safety Code, or by 21 U.S.C. Section 801 et seq. or (2) a dangerous drug, as defined by Chapter 483, Health and Safety Code, if the conduct is punishable as a felony
14. Selling, giving, or delivering to another person an alcoholic beverage, as defined by Section 1.04, Alcoholic Beverage Code; committing a serious act or offense while under the influence of alcohol; or possessing, using, or being under the influence of an alcoholic beverage, if the conduct is punishable as a felony
15. Engaging in conduct that contains the elements of any offense described in Level IV Offenses 1, 2, 3, 4, 5, 6, 7, 8, 9, or 10, against any employee or volunteer in retaliation for or as a result of the person's employment or association with a public school, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property
16. Engaging in conduct that contains the elements of any offense described in Level IV Offenses 2, 4, or 7 against another ILTexas student, without regard to whether the conduct occurs on or off of school property or while attending a school-sponsored or school-related activity on or off of school property
17. Engaging in conduct punishable as Level IV expulsion offense when the conduct creates a substantial disruption to the educational environment
18. Failure to register as a sex offender when legally obligated to do so

Disciplinary Consequences for Level IV Offenses:

- Mandatory Recommendation for Expulsion (unless waived by parent).

HONOR CODE

"I pledge to uphold the honor of the International Leadership of Texas Honor Code and that all the work bearing my name is my own."

Our Honor Code:

- I will not lie, cheat, or steal nor tolerate those who do.
- I will serve others before self.
- I will be a servant leader.
- I will treat others with Respect and Dignity
- I will be a Statesman in my advocacy of my ideals and beliefs.

Every student is expected to uphold the highest standards of honor with regard to academics, activities, and other related pursuits. By means of the Honor Code, students practice responsible leadership, accept personal responsibility, and develop strong character to create an atmosphere free from suspicion. Violation of the Honor Code includes but is not limited to cheating, plagiarism, forgery, which are considered severe discipline problems and are subject to disciplinary action within the by-laws of the Honor Code. We believe that students can and must take responsibility for establishing and maintaining standards for their own behavior. At its core, the Honor Code is based on mutual respect and trust. It serves as a written model for what is expected from students. It also serves as a pledge to uphold the school's values while maintaining college preparation as the number one priority.

Taking responsibility for one's actions is vital to the maturity of each individual. The trust among all students in the school builds confidence in the overall school community and enables each student to be grounded in the leadership core values of COURAGE and INTEGRITY which guide the student's every decision.

Teachers may require students to write the full honor code on major assignments. Actions or attempted actions that run counter to these perceptions are violations to the honor code.

- A student's word is expected to be the complete truth; therefore, lying and forgery are violations of the honor code.
- A student's work is expected to be his/her own, unless properly credited; therefore, plagiarism and cheating are violations of the honor code.
- The property of others is to be respected; therefore, stealing – no matter how minor – is a violation of the honor code.

In situations that seem unclear, it is each student's responsibility to check with the teacher or principals regarding the honor code. Ignorance of the honor code will not be an excuse for a violation. Students who witness an honor code violation are strongly encouraged to report the action to the teacher who will notify the Campus Principal. Witnessing an honor code violation and reporting it constitutes honorable behavior and is an expectation for all students. Students may opt to report a violation through an anonymous referral. Working together, we can ALL create a community of learners that value hard work, creativity, and commitment to college success. It is crucial that every member of ILTexas community – students, parents, staff, and trustees – understands the importance of the International Leadership of Texas Honor Code and strives to maintain its integrity.

ACADEMIC HONESTY

The International Leadership of Texas Honor Code is based on the belief that true learning depends on honesty. The International Leadership of Texas community acts on the basis of mutual trust and respect between all members of the community. As a result, students are expected to demonstrate integrity and individual responsibility, both personally and academically, in order to maintain a fair and honest environment. Students who commit themselves to upholding the International Leadership of Texas Honor Code will be instilled with a sense of honor and integrity that will last beyond their high school years.

- PLAGIARISM is a form of dishonesty where a student presents the work of another as one's own. Plagiarism is the taking of ideas, writing, etc. from another and submitting them as one's own (Webster's New World Dictionary). It is important to acknowledge that plagiarism is not only the stealing of words but also of ideas. Plagiarism includes, but is not limited to:
 - Copying word for word and turning in as your own work information from books, magazines, essays, the Internet, etc.
 - Rewording or rewriting text and information from documents not originally written by you and turning it in as your own work without proper citation.
 - Paraphrasing with minimal word changes (citing the source or not).
 - Borrowing ideas and patterns of thought without proper citation.
 - Printing an essay from the Internet and turning it in as your own work.
- COLLABORATION on independent homework/assignments or tests will not be permitted unless permission has been secured from the teacher allowing for cooperative or group work. Students are permitted to receive assistance or guidance from others, but the entirety of the work itself and the content must always be the student's own.
- COPYING and submitting the work of another or submitting work done by another is an act of academic dishonesty.
- ALLOWING ANOTHER STUDENT to copy one's work, quiz, test, or submit one's work, quiz, or test is an act of academic dishonesty.
- CHEATING is defined by Webster's dictionary as "dealing with dishonesty for one's own gain." Dishonesty promotes bad character and prevents students from gaining a full grasp of information presented to them. Cheating also prevents teachers from fully evaluating the progress of students and is a form of theft. Cheating includes, but is not limited to:
 - Using a "cheat sheet" or other unauthorized notes during a test or quiz.
 - Looking at someone else's paper for an answer on a test or quiz and changing an answer.
 - Having someone else do all or part of your homework or assignment for you
 - Failing to mark an answer wrong when self-grading.
 - Telling others or asking others the content of an exam or quiz.
 - Giving a student or using an old test without teacher permission.
 - Looking at an exam prior to taking it without teacher permission.
 - Copying someone else's homework or other assignment.
 - Using old assignments written by you or someone else instead of creating new work.
 - Using an online translator or other translation in place of your own.
 - Copying material during an examination or quiz
 - Using unauthorized notes or devices
 - Submitting falsified information for grading purposes
 - Obtaining a copy of and/or information about an examination or quiz without the knowledge and consent of the teacher
 - Submitting a paper or project which is not the student's work
 - Impersonating a student to assist the student academically
 - Stealing or accepting stolen copies of tests or answer keys
 - Altering a teacher's grade book
 - Falsifying information for applications (i.e. college scholarships)
 - Using professional help such as an author, expert, or purchased service in violation of guidelines established by the teacher
 - Unlawfully copying computer software or data created by others
 - Any other violation intended to obtain credit for work which is not one's own

ACADEMIC CONSEQUENCES (IMMEDIATE)

If a student is suspected of plagiarism or any other form of academic dishonesty, the following procedure will be followed:

- The student's exam, test, or quiz, or assignment will be confiscated by the teacher.
- The paper, exam, test, quiz, or assignment will be submitted to an Administrator for consideration.
- The student will be required to meet with the teacher and the Campus Principal for review of the student's work with consequences up to and including dismissal/expulsion from school, in accordance with the ILTexas Student Code of Conduct.

The following general procedures shall be applied:

FIRST OFFENSE

In general, consequences for a first offense may include, but not be limited to, the following:

- Meeting with the parent(s) followed by written notification to the parent of the academic integrity policy.

ADDITIONAL OR MORE SERIOUS OFFENSES

Additional or more serious incidents of academic dishonesty or plagiarism shall be dealt with more severely. Consequences for any offense beyond the first or a more serious initial offense may include:

- Meeting with the parent(s); and
- One to three days of out of school suspension (up to five if referred for expulsion).
- Notification to the student's post-high school counselor and any faculty members writing a college/university letter of recommendation;
- No public recognition of the student at any senior honors function (if applicable);
- No distinguished scholar recognition (if applicable);
- No scholarship money granted to the student by International Leadership of Texas, or any other school affiliated organization; or
- A withdrawn failing grade from the class in which the additional offense occurred and placement in a restricted study hall after withdrawal from the course.

Furthermore, faculty members will have full access to any disciplinary records documenting academic dishonesty for the purpose of writing letters of recommendation.

CONFERENCES, HEARINGS, AND APPEALS

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law, and by school policy.

PROCESS FOR SUSPENSIONS LASTING UP TO FIVE DAYS

In addition to the above list of Code of Conduct violations the Campus Principal has authority to suspend a student for a period of up to five school days (except that the student may be suspended for up to ten school days, with no more than five consecutive days being out of school, if student will be recommended for expulsion) for any or the following reasons:

1. The need to further investigate an incident or allegation;
2. A recommendation to expel the student; or
3. An emergency constituting endangerment to health or safety.

While suspended, students are not allowed to be on the campus, including at after school activities. The suspended days will be counted as unexcused absences. Students may receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of days the student was absent. Students are expected to make up

all assignments missed during the suspension and the student's grade will be based on the academic performance and merit of the student's work without regard to the reason of the student's absence due to suspension. Notwithstanding the aforementioned, the Area Superintendent, the Superintendent or the Superintendent's Designee may continue the aforementioned suspension(s) (ISS or OSS) during an expulsion process, if deemed reasonable by the Area Superintendent, the Superintendent or the Superintendent's Designee.

Prerequisites to Suspension

Prior to suspending a student, the Campus Principal or designee must hold an informal conference with the student to:

1. Notify the student of the accusations against him/her;
2. Allow the student to relate his/her version of the incident; and
3. Determine whether the student's conduct warrants suspension.

Notification to Parents/Guardians

If the Campus Principal or designee determines the student's conduct warrants suspension, the Campus Principal or designee will notify the student's parents that the student has been suspended before the student is sent home. At this time, the Campus Principal or designee will also notify the student's parents of the period of suspension, the grounds for suspension, and the time and place for a post-suspension conference with the Campus Administration.

PROCESS FOR OUT-OF-SCHOOL SUSPENSIONS OVER FIVE DAYS AND EXPULSION

When the Campus Principal determines that a student's conduct warrants suspension for more than five days, or expulsion, the Campus Principal (or acting Principal) shall make a recommendation for disciplinary action to the Area Superintendent.

Prior to taking any long-term disciplinary action, the Campus Principal or designee will provide the student's parent(s) with written notice of:

1. The Principal's recommendation for the long-term disciplinary action,
2. The specific violation of the Student Code of Conduct, and
3. The reasons for the recommended long-term disciplinary action.

EMERGENCY PLACEMENT

If the Campus Principal reasonably believes that a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of ILTexas or a school-sponsored activity, the Campus Principal may order immediate removal of the student. The Campus Principal may impose immediate suspension if he/she reasonably believes such action is necessary to protect persons or property from imminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

LEVEL I EXPULSION HEARING

Administration shall designate a Hearing Officer to conduct a Level I Expulsion Hearing. The Hearing Officer shall provide the student's parent(s) with written notice of the Hearing, including the

date (within five school days of the recommended disciplinary action), time, and location of the Hearing, and shall further state that, at the Hearing, the student:

1. may be present;
2. shall have an opportunity to present evidence;
3. shall be apprised and informed of the school's evidence and witnesses;
4. may be accompanied by his or her parent(s) or other adult, who can provide guidance to the parent or student, and who is not an employee of ILTexas; and
5. may be represented by an attorney.

ILTexas shall inform the student and the student's parent(s) of the time and place of the Hearing and shall hold the Hearing regardless of whether the student, the student's parents or another adult representing the student attends. The Hearing Officer may record the hearing using audio and/or video equipment. After the Hearing, the Hearing Officer has 48 hours to issues his/her written decision. The decision shall specify:

6. The length of the suspension or expulsion, if any;
7. When the expulsion is not permanent, the procedures for re-admittance to the school at the end of the expulsion period; and
8. The right to appeal the Hearing Officer's decision to Level II The notice shall also state that failure to request such an appeal within 7 calendar days constitutes a waiver of further rights in the matter.

LEVEL II EXPULSION HEARING

The request to appeal the Level I decision may be made to the Superintendent or to the Chief Executive Officer. Upon receipt of the request, Administration has seven days to schedule and conduct a Level II Expulsion Hearing. Administration will appoint a panel of three administrators (two of whom will be former school principals) to serve as a Hearing Panel for the Level II hearing and will provide written notice of the hearing date, time and location to the student and student's parents. The Level II Expulsion

Hearing may be recorded using audio and/or video equipment. At the Level II Hearing the student may

1. may be present;
2. shall have an opportunity to present evidence;
3. shall be apprised and informed of the school's evidence and witnesses;
4. may be accompanied by his or her parent(s) or other adult who can provide guidance to the parent or student and who is not an employee of ILTexas; and
5. may be represented by an attorney.

The Panel will hear the testimony and review the evidence to make a decision to grant or deny the appeal and will provide their decision to the student and/or guardian within 48 hours after the hearing.

LEVEL III – BOARD OF DIRECTORS

The student or his/her parent(s) may appeal the long-term suspension or expulsion decision to the Board of Directors and the General Counsel in writing within 48 hours of notification of the decision. If such an appeal is made, a quorum of the Board will consider the appeal at a regular or specially-called meeting in closed session as allowed by the Texas Open Meetings Act. The quorum of the Board will review the record of the expulsion hearing and may also hear a statement from the student or parent (or representative) and from the school administration. The Board may listen to the recording of the expulsion hearing to or at the appeal hearing. The Board will notify the student and his or her

parent (or representative) of its decision within five calendar days of the hearing. The decision of the Board is final and may not be appealed.

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion to the Board.

READMISSION AFTER WITHDRAWAL OR EXPULSION

A student who has been expelled from ILTexas may re-apply for admission and potentially gain re-enrollment subject to meeting each of the following criteria:

1. The student must have been enrolled in another school during the term of the expulsion from ILTexas.
2. The student must re-apply for admission to ILTexas and follow the same application process as all other applicants. A student who withdraws for any reason during the school year may re-enroll only if there are open seats available. If no seats are available, the student will be placed in the lottery process and/or added to the waiting list (see the Involuntary Withdrawal Section).
3. A vacancy must exist in the requested grade level and campus or, if the requested grade level is oversubscribed such that an admissions lottery is conducted, the student is selected for admission through the lottery process or otherwise on the waitlist.
4. Pursuant to the decision of the Hearing Officer, the student must submit a petition for readmission to the Campus Principal. This request must be in writing, and may be required to include copies of the student's complete discipline records from the public school(s) attended during the term of the expulsion from ILTexas.

During the consideration of the petition, the student and his or her parents may make a statement to support the request for re-admission. The student may also submit documentation consisting of recommendations from his or her current teacher(s), commentary from any counselor or school administrator with whom the student may have consulted having personal knowledge of the student and their education experience and conduct, and any other documentation pertinent to the application. The Principal may also consider comments from the Assistant Principal, Counselor, Grade Level Administrator for the requested campus of enrollment, or any other ILTexas Administrator.

After reviewing all relevant documentation, the Principal will decide on whether the student will be re-admitted to ILTexas. If the student is re-admitted, he or she may be admitted on a 120-day behavior contract recognizing that any violation of the Student Code of Conduct within that time period may result in expulsion without the possibility of readmission.

STUDENTS WITH DISABILITIES

All disciplinary actions regarding students with disabilities (504 or special education under the IDEA) shall be conducted in accordance with current federal and state laws.

SUSPENSION/EXPULSION REQUIREMENT

A student with a disability shall not be excluded from his or her current placement pending appeal for more than ten days without ARD Committee action to determine appropriate services in the interim and otherwise in accordance with applicable law. Pending appeal to a special education hearing officer, a student with a disability shall remain in the present educational setting, unless ILTexas and the parents agree otherwise.

REMOVAL FROM SCHOOL TRANSPORTATION

A student being transported by ILTexas transportation to or from school or a school-sponsored or school-related activity may be removed from a school vehicle for conduct violating ILTexas' established standards for conduct in a school vehicle.

GUN-FREE SCHOOLS ACT

In accordance with the Gun-Free Schools Act, ILTexas shall expel, from the student's regular program for a period of one year, any student who is determined to have brought a firearm, as defined by federal law, to school. The Superintendent or designee may modify the term of expulsion for a student or assess another comparable penalty that results in the student's expulsion from the regular school program on a case-by-case basis and in accordance with legal requirements.

For the purposes of this law, "firearm" means:

1. Any weapon – including a starter gun – which will, or is designed to, or which may readily be converted to expel a projectile by the action of an explosive from the frame or receiver of any such weapon;
2. Any firearm muffler or firearm silencer;
3. Any destructive device. "Destructive Device" means any explosive, incendiary or poison gas bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than 1/4 ounce, mine, or device similar to any of the preceding described devices. It also means any type of weapon – other than a shotgun shell or a shotgun that is generally recognized as particularly suitable for sporting purposes – by whatever name known which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than 1/2 inch in diameter; and any combination of parts either designed or intended for use in converting any device into a destructive device as described, and from which a destructive device may be readily assembled.

GLOSSARY

The glossary provides legal definitions and locally established definitions and is intended to assist in understanding terms related to the Code of Conduct.

Abuse is improper or excessive use.

Abusable Volatile Chemical Offense, as defined by Health and Safety Code § 485.001 and

485.031. No student shall inhale, ingest, apply, use, or possess an abusable volatile chemical with intent to inhale, ingest, apply or use any of these in a manner:

1. Contrary to the directions for use, cautions, or warnings appearing on a label of a container of the chemical; and
2. Designed to affect the central nervous system, create or induce a condition of intoxication, hallucination, or elation, or change, distort, or disturb the person's eyesight, thinking process, balance, or coordination.

No student shall knowingly deliver to a person younger than 18 an abusable volatile chemical. Health and Safety Code § 485.032

No student shall knowingly use or possess with intent to use inhalant paraphernalia to inhale, ingest, or otherwise introduce into the human body an abusable volatile chemical. No student shall knowingly deliver, sell, or possess with intent to deliver or sell inhalant paraphernalia knowing that that person who receives it intends to use it to inhale, ingest, apply, use, or otherwise introduce into the human body an abusable volatile chemical. Health and Safety Code § 485.033

Armor-piercing ammunition is handgun ammunition used principally in pistols and revolvers and that is designed primarily for the purpose of penetrating metal or body armor.

Arson is defined by Texas Penal Code § 28.02 and occurs when a person starts a fire, regardless of whether the fire continues after ignition, or causes an explosion with intent to destroy or damage:

- Any vegetation, fence, or structure on open-space land; or
- Any building, habitation, or vehicle:
 - Knowing that it is within the limits of an incorporated city or town,
 - Knowing that it is insured against damage or destruction,
 - Knowing that it is subject to a mortgage or other security interest,
 - Knowing that it is located on property belonging to another,
 - Knowing that it has located within it property belonging to another, or
 - When the person starting the fire is reckless about whether the burning or explosion will endanger the life of some individual or the safety of the property of another.

Arson also occurs when a person:

- Recklessly starts a fire or causes an explosion while manufacturing or attempting to manufacture a controlled substance and the fire or explosion damages any building, habitation, or vehicle; or
- Intentionally starts a fire or causes an explosion and in so doing recklessly damages or destroys a building belonging to another, or recklessly causes another person to suffer bodily injury or death.

Assault is defined in part by Texas Penal Code § 22.01 as intentionally, knowingly, or recklessly causing bodily injury to another.

Bullying is defined as a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that (1) has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable harm to the student’s person or of damage to the student’s property; (2) is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student; (3) materially and substantially disrupts the educational process or the orderly operation of a classroom or the school; or infringes on the rights of the victim at school. Bullying also includes “cyberbullying,” which means bullying that is done through the use of any electronic communication device including a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool. Bullying conduct includes conduct (1) that occurs on or is delivered to School property or to the site of a school-sponsored or school-related activity on or off school property; (2) that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and (3) cyberbullying that occurs off School property or outside of a school-sponsored or school-related activity if the cyberbullying (i) interferes with a student’s educational opportunities or (ii) substantially disrupts the orderly operation of a classroom, the School, or a school- sponsored or school-related activity.

Chemical dispensing device is a device designed, made, or adapted for the purpose of dispensing a substance capable of causing an adverse psychological or physiological effect on a human being.

Club is an instrument specially designed, made, or adapted for the purpose of inflicting serious bodily injury or death, including but not limited to a blackjack, nightstick, mace, and tomahawk.

Controlled substances or dangerous drugs include but are not limited to marijuana; any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, barbiturate; anabolic steroid; or prescription medicine provided to any person other than the person for whom the prescription was written. The term also includes all controlled substances listed in Chapters 481 and 483 of the Texas Health and Safety Code.

Criminal street gang means three or more persons having a common identifying sign or symbol or an identifiable leadership who continuously or regularly associate in the commission of criminal activities.

Dating violence is the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control another person with whom the student has or has had a dating relationship, as defined by Texas Family Code § 71.0021.

Deadly conduct occurs when a person recklessly engages in conduct that places another in imminent danger of serious bodily injury and includes but is not limited to knowingly discharging a firearm in the direction of an individual, habitation, building, or vehicle.

Deferred adjudication is an alternative to seeking a conviction in court that may be offered to a juvenile for delinquent conduct or conduct indicating a need for supervision.

Deferred prosecution may be offered to a juvenile as an alternative to seeking a conviction in court for delinquent conduct or conduct indicating a need for supervision.

Delinquent conduct is conduct that:

- Violates either state or federal law, other than a traffic offense, and is punishable by imprisonment or confinement in jail;
- Violates a lawful order of a court under circumstances that would constitute contempt of that court in a justice or municipal court, or a county court for conduct punishable only by a fine;
- Constitutes an intoxication and alcoholic beverage offense under Chapter 49 of the Texas Penal Code; or
- Violates Texas Alcoholic Beverage Code § 106.041 relating to driving under the influence of alcohol by a minor (third or subsequent offense).

Discretionary means that something is left to or regulated by a local decision maker.

E-Cigarette means an electronic cigarette or any other device that simulates smoking by using a mechanical heating element, battery, or electronic circuit to deliver nicotine or other substances to the individual inhaling from the device. The term does not include a prescription medical device unrelated to the cessation of smoking.

Explosive weapon is any explosive or incendiary bomb, grenade, rocket, or mine that is designed, made, or adapted for the purpose of inflicting serious bodily injury, death, or substantial property damage, or for the principal purpose of causing such a loud report as to cause undue public alarm or terror, and includes a device designed, made, or adapted for delivery or shooting an explosive weapon.

False Alarm or Report occurs when a person knowingly initiates, communicates, or circulates a report of a present, past, or future bombing, fire, offense, or other emergency that he or she knows is false or baseless and that would ordinarily:

- Cause action by an official or volunteer agency organized to deal with emergencies;
- Place a person in fear of imminent serious bodily injury; or
- Prevent or interrupt the occupation of a building, room, or place of assembly.

Firearm silencer means any device designed, made, or adapted to muffle the report of a firearm.

Graffiti means making marks with paint, an indelible pen or marker, or an etching or engraving device on tangible property without the effective consent of the owner. The markings may include inscriptions, slogans, drawings, or paintings.

Harassment is:

- Conduct that meets the definition established in Board policy and/or the Student Handbook; or
- Conduct that threatens to cause harm or bodily injury to another student, is sexually intimidating or obscene, causes physical damage to the property of another student, subjects another student to physical confinement or restraint, or maliciously and substantially harms another student's physical or emotional health or safety.

Hazing is an intentional, knowing, or reckless act, occurring on or off campus, by one person alone or acting with others, that is directed against a student and endangers the mental or physical health or safety of a student for the purpose of pledging, initiation into, affiliation with, holding office in, or maintaining membership in an organization.

Hit list is a list of people targeted to be harmed, using a firearm, a knife, or any other object to be used with intent to cause bodily harm.

Indecent Exposure means exposing one's anus or genitals with intent to arouse or gratify the sexual desire of any person while being reckless about whether another is present who will be offended or alarmed by the act.

Intimate Visual Material means visual material that depicts a person (a) with the person's intimate parts exposed; or (b) engaged in sexual conduct.

Knuckles means any instrument consisting of finger rings or guards made of a hard substance and designed or adapted for inflicting serious bodily injury or death by striking a person with a fist enclosed in the knuckles.

Location-Restricted Knife means a knife with a blade over five and one-half inches.

Machine gun is any firearm that is capable of shooting more than two shots automatically, without manual reloading, by a single function of the trigger.

Mandatory means that something is obligatory or required because of an authority.

Online Impersonation occurs when a person, without obtaining the consent of another person and with the intent to harm, defraud, intimidate, or threaten any persons, uses the name or persona of another person to:

- Create a web page on a commercial social networking site or other Internet website; or
- Post or send one or more messages on or through a commercial social networking site or other Internet website, other than on or through an electronic mail program or message board program.

Online impersonation also occurs when a person sends an electronic mail, instant message, text message, or similar communication that reference a name, domain address, phone number, or other item of identifying information belonging to any person:

- Without obtaining the other person's consent;
- With the intent to cause a recipient of the communication to reasonably believe that the other person authorized or transmitted the communication; and
- With the intent to harm or defraud any person.

Paraphernalia are devices that can be used for inhaling, ingesting, injecting, or otherwise introducing a controlled substance into a human body. It also includes equipment, products, or materials used or intended for use in planting, propagating, cultivating, growing, harvesting, manufacturing,

compounding, converting, producing, processing, preparing, testing, analyzing, packaging, repackaging, storing, containing, or concealing a controlled substance.

Possession means to have an item on one's person or in one's personal property, including but not limited to clothing, purse, or backpack; a private vehicle used for transportation to or from school or school-related activities, including but not limited to an automobile, truck, motorcycle, or bicycle; or any other school property used by the student, including but not limited to a locker or desk.

Prohibited Weapon means an explosive weapon; a machine gun; a short-barrel firearm; a firearm silencer; knuckles; armor-piercing ammunition; a chemical dispensing device; a zip gun; or a tire deflation device.

Public school fraternity, sorority, secret society, or gang means an organization composed wholly or in part of students that seeks to perpetuate itself by taking additional members from the students enrolled in school based on a decision of its membership rather than on the free choice of a qualified student.

Reasonable belief is a determination made by the superintendent or designee using all available information, including the information furnished under Article 15.27 of the Code of Criminal Procedure.

Self-defense is the use of force against another to the degree a person reasonably believes the force is immediately necessary to protect himself or herself.

Short-barrel firearm is a rifle with a barrel length of less than 16 inches or a shotgun with a barrel length of less than 18 inches, or any weapon made from a rifle or shotgun that, as altered, has an overall length of less than 26 inches.

Switchblade Knife is any knife with a blade that folds, closes, or retracts into the handle or sheath and that opens automatically by pressing a button or by the force of gravity or by the application of centrifugal force.

The term does not include a knife that has a spring, detent, or other mechanism designed to create a bias toward closure and that requires exertion applied to the blade by hand, wrist, or arm to overcome the bias toward closure and open the knife.

Terroristic threat is a threat of violence to any person or property with intent to:

- Cause a reaction of any type by an official or volunteer agency organized to deal with emergencies;
- Place any person in fear of imminent serious bodily injury;
- Prevent or interrupt the occupation or use of a building; room, place of assembly, or place to which the public has access; place of employment or occupation; aircraft, automobile, or other form of conveyance; or other public place;
- Cause impairment or interruption of public communications, public transportation, public water, gas, or power supply or other public service;
- Place the public or a substantial group of the public in fear of serious bodily injury; or
- Influence the conduct or activities of a branch or agency of the federal government, the state, or a political subdivision of the state, or a public charter school (including ILTexas).

Title 5 offenses are those that involve injury to a person and include murder; manslaughter; criminally negligent homicide; trafficking in persons; unlawful transport; kidnapping; assault (on a public servant); aggravated assault; sexual assault; aggravated sexual assault; unlawful restraint; indecency with a child; injury to a child, an elderly person, or a disabled person; abandoning or endangering a

child; deadly conduct; terroristic threat; aiding a person to commit suicide; harassment of a public servant; improper photography; smuggling persons; and tampering with a consumer product.

Under the influence means lacking the normal use of mental or physical faculties. Impairment of a person’s physical or mental faculties may be evidenced by a pattern of abnormal or erratic behavior, the presence of physical symptoms of drug or alcohol use, or by admission. A student “under the influence” need not be legally intoxicated to trigger disciplinary action.

Use means voluntarily introducing into one’s body, by any means, a prohibited substance.

Zip gun is a device or combination of devices, not originally a firearm, but adapted to expel a projectile through a smooth-bore or rifled-bore barrel by using the energy generated by an explosion or burning substance.

HEADQUARTERS INFORMATION

DISASTER AND FIRE PREPAREDNESS

Each campus has an emergency preparedness plan in addition to posting evacuation routes in each classroom. Fire Drills, Lock Down Drills and Tornado Drills will be conducted regularly throughout the school year. Medical Emergency Drills for staff to include training on AED’s will be conducted.

PEST CONTROL INFORMATION

ILTexas periodically applies pesticides inside school buildings and on school grounds. Except in an emergency, signs will be posted 24 hours before application. Students may not reenter a treated area inside a building or use an area on school grounds for at least 12 hours following application. Parents who want to be notified prior to pesticide application may contact the Superintendent or designee.

FREE SPEECH

The school believes that it is important for students to learn the meaning and practice of freedom of speech while in school.

EQUAL ACCESS

The school retains its right to make decisions concerning access to student organizations while maintaining an orderly and disciplined school environment. Specifically, IL Texas is not an open public forum and reserves the right to limit activity that is disruptive to its educational mission and environment.

INAPPROPRIATE USE OF TECHNOLOGY (ON OR OFF CAMPUS)

Students are prohibited from sending or posting electronic messages that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another’s reputation, or illegal. This prohibition applies to conduct off school property if it results in a substantial disruption to the educational environment, as determined in by the Principal. Any person taking, disseminating, transferring, or sharing obscene, sexually oriented, lewd, or otherwise illegal images or other content will be disciplined according to the Student Code of Conduct and may, in certain circumstances, be reported to law enforcement. Such conduct may also be considered cyberbullying, which is subject to discipline according to the Student Code of Conduct. ILTexas has the right to monitor and examine any files and activity on all ILTexas technology resources. The appropriate personnel may monitor,

examine or disclose the contents of any activity to guarantee proper use of these resources as well as investigate complaints of possible inappropriate use.

INTERROGATIONS AND SEARCHES

In the interest of promoting student safety and attempting to ensure that ILTexas is safe and drug free, school officials may from time to time conduct searches. Such searches are conducted without a warrant and as permitted by law.

Administrators, teachers and other professional personnel may question a student regarding the student's own conduct or the conduct of other students. In the context of school discipline, students have no claim to the right not to incriminate themselves. When student interrogation/questioning is necessary, parent permission or presence is not required. Parents do not have the ability to object to or prevent the questioning of their child when deemed necessary in the course of an investigation.

Students shall be free from unreasonable searches and seizures by school officials. School officials may search a student's outer clothing, pockets, or property by establishing reasonable suspicion or securing the student's voluntary consent. A search is reasonable if (1) the school official has reasonable suspicion for suspecting that the search will uncover evidence of a rule violation or a criminal violation and (2) the scope of the search is reasonably related to the circumstances justifying the search, such as the extent of the search, the objectives of the search, the age and sex of the student, and the nature of the infraction.

Desk and Locker Searches

Students should have no expectation of privacy in the contents of their lockers, desks or other school property. Lockers and desks assigned to students remain at all times under the control and jurisdiction of ILTexas. The school will make periodic inspections of lockers and desks at any time, with or without notice or student consent. School officials will remove any item that violates school policy or that may potentially be dangerous.

Students have full responsibility for the security of their lockers and desks, and shall be held responsible for any prohibited items found therein. A student's parent shall be notified if any prohibited articles or materials are found in a student's locker or desk, or on the student's person.

Vehicles on Campus

Vehicles parked on school property and property under school control are under the jurisdiction of ILTexas and may be searched at any time if reasonable suspicion exists to believe that the search will result in evidence that school rules or other laws have been violated. If a vehicle subject to search is locked, the student shall be asked to unlock the vehicle and consent to a search of the vehicle. If the student refuses to permit the vehicle to be searched, ILTexas may contact the student's parents and/or law enforcement officials. A student may be held responsible for and in possession of prohibited items found in his or her vehicle parked on school property or at a school-related event.

Random Drug Searches

In order to ensure a drug-free learning environment, ILTexas conducts random drug searches of all school facilities. ILTexas may use or contract for specially trained nonaggressive dogs to sniff out and alert school officials to the current presence of concealed prohibited or illegal items, including drugs and alcohol. Canine visits may be unannounced. The dogs shall be used to search vacant classrooms, vacant common areas, the areas around student lockers, and the areas where vehicles are

parked on school property or at school-related events. The dogs shall not be asked to alert on students. A dog alert to a locker, vehicle, or item in a classroom, constitutes reasonable grounds for a search by school officials.

OFF-CAMPUS P.E.

Although we are supportive of our many students who participate in a variety of athletic activities outside of the school curriculum, approval for off-campus PE will be at the sole discretion of the school administration. In rare instances, students interested in this option must obtain permission from the campus Principal.

PHYSICAL EDUCATION PARTICIPATION REQUIREMENTS

Students at ILTexas are required to earn 4 credits in P.E. before graduating high school. A student may be excused from activity due to health reasons for a maximum of three days with a note from a parent given to the Performance Coach. If it is necessary to be excused for an extended period of time, a doctor's note must be provided to the school. The student is still responsible for attending class and learning the curriculum even if physical restrictions prevent the student from actively participating in the program. A uniform is part of the overall ILTexas safety plan for students. Therefore, all students are expected to wear the appropriate uniform in order to participate in physical fitness activities. Students who fail to dress out in proper uniform will receive a grade reflective of the assessment policy instituted by their teacher.

PROCEDURES FOR USE OF RESTRAINT AND TIME-OUT

School employees, volunteers, or independent contractors are only to use restraint in the event of an emergency constituting a threat to the student or others, and subject to the following limitations:

- Only reasonable force, necessary to address the emergency, may be used.
- The restraint must be discontinued at the point at which the emergency no longer exists.
- The restraint must be implemented in such a way as to protect the health and safety of the student and others.
- The student may not be deprived of basic human necessities.

At no time, however, may a student be placed in seclusion.

A student with a disability may not be confined in a locked box, locked closet or other specially designated locked space as either a discipline management practice or a behavior management technique. Discipline for any student with a disability must strictly conform to their individual Behavior Management Plan or IEP.

SCHOOL CLOSINGS OR DELAY

Cancellations and delays will be communicated to parents via School Messenger (phone call and email) and school website at ILTexas.org. It is imperative and incumbent of parents to ensure that their email and phone contact information is always accurate and updated. Correct information should be given to your campus main office.

TEACHER QUALIFICATIONS – PARENTS' RIGHT TO KNOW

At the beginning of each school year, ILTexas will notify the parent of each student attending with information regarding the professional qualifications of their student's classroom teachers. ILTexas will also provide this information upon request from a parent. Information provided in response to a parent request will include, at a minimum:

1. Whether your child’s teacher(s) have met state qualification and licensing criteria for their grade levels and subject areas;
2. Whether your child’s teacher(s) are serving under emergency or other provisional status through which state qualification or licensing criteria have been waived;
3. Whether the teacher is teaching in the field of discipline of the certification of the teacher; and
4. Whether your child receives services from paraprofessionals and, if so, their qualifications.

TUTORIALS FOR GRADES 1–12

All teachers schedule tutorial times and encourage students to attend. Teachers may require students who do not meet academic expectations to attend tutorials. Students who are failing a course at designated checkpoints (available on school calendar prior to the start of school) will be required to attend mandatory tutoring or participate in a credit recovery program. Tutoring may take place during the day, before school, after school, or on Saturdays.

EAGLE ACADEMY FOR GRADES 3–12

Eagle Academy is a system that promotes Mastery learning by providing students the opportunity to achieve a higher grade by correcting or finishing missing and failing assignments. Any student who receives a grade below 70 for any grade in any class entered in the Skyward Gradebook may be assigned Eagle Academy. Eagle Academy will be held each school weekday (Monday through Friday), unless approval has been given by the Area Superintendent to cancel the session.

AFTER SCHOOL DISCIPLINE

After School Discipline (ASD). If ASD is not served, the student may be assigned to In School Suspension (ISS). If ISS is not served, the student may be assigned Out of School Suspension (OSS).

STUDENT FEES

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. Students are expected to provide their own consumable items, such as pencils, paper, pens, erasers, notebooks, calculators, headsets, etc. Students may be required to pay certain fees or deposits, including:

1. A fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. Membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. A security deposit for the return of materials, supplies or equipment;
4. A fee for personal physical education and athletic equipment and apparel, although a student may provide the student’s own equipment or apparel if it meets reasonable requirements and standards relating to health and safety;
5. A fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, graduation announcements, etc.;
6. A fee for voluntary student health and accident benefit plan;
7. A reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
8. A fee for items of personal apparel used in extracurricular activities that become the property of the student;
9. A parking fee;
10. A fee for replacement of a student identification card;
11. If offered, a fee for a driver training course, not to exceed the actual cost per student in the program for the current school year;

12. A fee for an optional course offered for credit that requires the use of facilities not available on campus or the employment of an educator who is not part of the school's regular staff;
13. A fee for summer school courses that are offered tuition-free during the regular school year;
14. A reasonable fee, not to exceed \$50, for costs associated with an educational program offered outside of regular school hours through which a student who was absent from class receives instruction voluntarily for the purpose of making up the missed instruction and meeting the level of attendance required for class credit, so long as the fee would not create a financial hardship or discourage the student from attending the program;
15. A fee for lost, damaged, or overdue library book; or
16. A fee specifically permitted by any other statute.

ILTexas may waive any fee or deposit if the student and parent are unable to pay. A request for such a waiver must be made in writing to the Principal or designee, and include evidence of inability to pay. Details for the fee waiver are available in the Principal's office.

Families are responsible for paying all fees associated with extra-curricular programs, including clubs, parking, athletics, fine arts, UIL academics, and academic supervision prior to participation.

DISTRIBUTION OF MATERIALS OR DOCUMENTS

School Materials

Publications prepared by and for ILTexas may be posted or distributed with prior approval by the Principal and/or teacher. Such items may include school posters, brochures, murals, etc.

Non-School Materials

Students must obtain express prior approval of the Principal or designee before distributing, posting, selling, or circulating written materials, handbills, photographs, pictures, petitions, films, tapes, posters, or other visual or auditory materials on campus.

Non-school literature shall not be distributed by students on ILTexas property if:

- The materials are obscene, vulgar, or otherwise inappropriate for the age and maturity of the audience.
- The materials endorse actions endangering the health or safety of students.
- The materials promote illegal use of drugs, alcohol, or other controlled substances.
- The distribution of such materials would violate the intellectual property rights, privacy rights, or other rights of another person.
- The materials contain defamatory statements about public figures or others.
- The materials advocate imminent lawless or disruptive action and are likely to incite or produce such action.
- The materials are hate literature or similar publications that scurrilously attack ethnic, religious, or racial groups or contain content aimed at creating hostility and violence, and the materials would materially and substantially interfere with school activities or the rights of others.
- There is reasonable cause to believe that the distribution of the non-school literature would result in material and substantial interference with school activities or the rights of others.

Any student who posts material without prior approval will be subject to disciplinary action in accordance with the Student Code of Conduct. Materials displayed without approval will be removed.

Written or printed materials, handbills, photographs, pictures, films, tapes, or other visual or auditory materials over which ILTexas does not exercise control shall not be sold, circulated, or distributed by persons or groups not associated with ILTexas or a school support group on school premises unless the person or group obtains specific prior approval from the Superintendent or designee. To be considered, any non-school material must include the name of the sponsoring

organization or individual. The requestor may appeal the Superintendent or designee’s decision in accordance with Board policy.

ACCOMMODATIONS FOR CHILDREN OF MILITARY FAMILIES

Children of military families will be provided flexibility regarding certain school requirements, including:

- Immunization requirements;
- Grade level, course, or educational program placement;
- Eligibility requirements for participating in extracurricular activities; and
- Graduation requirements.

In addition, absences related to a student visiting with his or her parent, including a stepparent or legal guardian, who has been called to active duty for, is on leave from, or is returning from a deployment of at least four months will be excused by ILTexas. The school will permit no more than five excused absences per year for this purpose. For the absence to be excused, the absence must occur no earlier than the 60th day before deployment or no later than the 30th day after the parent’s return from deployment.

PLEDGES OF ALLEGIANCE AND MOMENT OF SILENCE

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Texas flag. Parents may submit a written request to the Principal or designee to excuse their student from reciting a pledge.

State law requires that one minute of silence will follow recitation of the pledges. Each student may choose to reflect, pray, meditate, or engage in any other silent activity during that minute so long as the silent activity does not interfere with or distract others. In addition, state law requires that ILTexas provide for the observance of one minute of silence at the beginning of the first class period when September 11 falls on a regular school day in remembrance of those who lost their lives on September 11, 2001.

RECITATION OF THE DECLARATION OF INDEPENDENCE

State law requires students in social studies classes in grades 3–12 to recite a portion of the text of the Declaration of Independence during “Celebrate Freedom Week.” A student will be exempted from this requirement if a parent provides a written statement requesting that the student be excused, ILTexas determines that the student has a conscientious objection to the recitation, or the parent is a representative of a foreign government to whom the United States extends diplomatic immunity.

PRAYER AND MEDITATION

Students have a right to individually, silently, and voluntarily pray or meditate in school in a manner that does not disrupt instructional or other school activities. ILTexas will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

DRESS CODE & UNIFORMS

ILTEXAS UNIFORM CODE AND POLICY

As authorized by state law and the ILTexas charter, students are required to wear uniforms to school. The purpose of a uniform policy is to promote an environment focused on academic rigor. The

wearing of the school uniform signifies community and the student's desire to obtain excellence. Neat, clean grooming for school is expected at all times. Each student is expected to comply with this code during regular school hours. Parents are responsible for ensuring that their child complies with the dress code before the child comes to school. All uniform items must be in good condition, correctly sized and labeled with the student's name. Students may not deface, add or detract from the uniform, shoes or any uniform accessory. This includes: marking on uniform items, wearing un-hemmed skirts or pants, or wearing other items that are not part of the uniform. A student's citizenship grade may be lowered for a uniform violation. Violations of the dress code may result in disciplinary action. Students who come to school inappropriately dressed may be asked to contact a parent, may be asked to visit the nurse in order to wear available school-provided items, or may be sent home. The ILTexas Administrative team is responsible for interpreting, implementing, and enforcing the dress code policy. The only exceptions to this portion of the handbook would be those pertaining to religious beliefs. In these instances, parents must consult with the administration about their specific concerns and how the dress code would be affected. All decisions about a student's compliance of the dress code are at the discretion of the campus Principal.

Parents must provide their student(s) with the required uniform, except in the case of educationally disadvantaged students as provided in the Texas Education Code. ILTexas may provide a uniform for educationally disadvantaged students. A request for school assistance for purchasing uniforms must be made in writing to the Principal or designee and include evidence of inability to pay. Further details are available in the Principal's office.

- Grooming – Students will adhere to the following guidelines in all issues pertaining to grooming.
- Hair – Neatness and good grooming are the expectations. Hair must be clean, neatly styled, not covering the eyes and be of a naturally occurring hair color. Boys' hair length must be above the eyebrows and no longer than the top of the collar in the back of the uniform shirt. Spiking of the hair is limited to one inch. Mohawks, designs, and fad cuts are not allowed. Students who violate these rules may be sent home and disciplinary action may be taken. Boys may not wear earrings of any type. Body piercing and grills are not acceptable.
- Jackets may be worn to school, but only school-approved jackets are allowed in the building.
- Hoodies are not allowed.
- Facemasks – based on CDC recommendations, facemasks may be required to be worn. Facemasks must be ILTexas issued or of ILTexas colors.

In addition, the following are not permitted:

- Slippers, moccasins, sandals, high heels, jellies, patent leather, platform shoes, hiking and/or work boots (boots of any kind). Shoelaces should either be black or white. No gloves, hats, scarves, sweaters (other than approved uniform sweaters), sunglasses, or ear warmers are to be worn in the classroom. Large belt buckles and cargo pants are not permitted.
- Inappropriate, offensive, or disruptive clothing or other items are not allowed under any circumstances. Examples include, but are not limited to, clothing depicting or promoting drugs, alcohol, violence, prejudice, or obscenities.
- Appropriate undergarments must be worn at all times.

This is not an all-inclusive list. If students or parents have any questions about a particular article of clothing they should forward those questions to the Principal.

BACKPACKS

Backpacks should be an appropriate size for your child. Students are encouraged to limit the weight of their backpack. Rolling backpacks are not permitted in grades K-3 without written instructions from a doctor. Principal's discretion if rolling backpacks permitted in the upper grades.

BADGE POLICY (STUDENT IDENTIFICATION BADGES)

Identification badges are considered part of the uniform code. All the students must wear a school identification badge. Students will be given an identification badge at the beginning of the school calendar at no cost. Students shall wear it all the time and display it in a visible location free of any decoration or mutilation during school or any school related activity.

BADGE REPLACEMENT POLICY

Students with damaged, altered, defaced, or lost ID badges shall purchase a replacement ID badge. A replacement fee of \$5.00 shall be assessed for each occurrence of a lost/damaged ID badges.

BELTS

Students shall wear belts when wearing pants or shorts with belt loops. No designer or logo buckles are permitted.

CASUAL DAYS AND THEMED DRESS DAYS

Casual dress days and themed dress days will be made available at designated times throughout the school year. Casual/themed dress privileges may be revoked for students who do not comply with all dress code policies as determined by the administration.

Schedules of casual days will be determined by the Campus Principal. Clothing worn on casual days or themed dress days must follow the same guidelines for fit and length as comparable uniform items. If there are doubts about whether a particular clothing item is acceptable, best practice is not to wear it.

GROOMING

Students will adhere to the following guidelines in all issues pertaining to grooming:

Hair – Neatness and good grooming are the expectations. Hair must be clean, neatly styled, not covering the eyes and be of a naturally occurring hair color. Boys' hair length must be above the eyebrows and no longer than the top of the collar in the back of the uniform shirt. Spiking of the hair is limited to one inch. Mohawks, designs, and fad cuts are not allowed. Students who violate these rules may be sent home and disciplinary action may be taken.

- Boys should be clean-shaven every day.
- Grills are not acceptable.

HEAD WEAR

Students are not permitted to wear hats, bandanas, balaclavas, caps, visors, sunglasses or other headwear during school hours. All hair accessories and religious head covers must be of uniform colors (maroon, black, grey, or white).

JEWELRY

Girls' jewelry must not pose a distraction. Boys are not permitted to wear earrings. Body piercings are not acceptable. If a student has a nose piercing, the nose ring must be removed or a filler – instead of the jewelry- must be worn during school hours.

LOGOS

The only logo permitted is the ILTexas logo. No other logo on any part of the clothing is permitted.

MODESTY SHORTS

All girls are required to wear modesty shorts or P. E. shorts under skirts or jumpers. Modesty shorts must not be visible beyond the hem of the skirt.

NON-PERMITTED CLOTHING ITEMS

- Slippers, moccasins, sandals, high heels, jellies, patent leather, platform shoes, hiking and/or work boots (boots of any kind). Shoelaces should either be black or white. No gloves, hats, scarves, sweaters (other than approved uniform sweaters), sunglasses, or ear warmers are to be worn in the classroom. Large belt buckles and cargo pants are not permitted.
- Sleeveless shirts, shirts that reveal the stomach area, and shirts that are too tight are not permitted.
- Inappropriate, offensive, or disruptive clothing are not allowed under any circumstances. Examples include, but are not limited to, clothing depicting or promoting drugs, alcohol, violence, prejudice, or obscenities.

SPIRIT GEAR

Spirit days are designated by each individual campus. Spirit gear may be worn on spirit days. Spirit Gear is defined as ILTexas Spirit Gear, ILTexas PTO Spirit Gear, Field Day shirts, Honor Choir shirts, etc.

SWEATERS, JACKETS & SPIRIT SWEATSHIRTS

A solid maroon, white, black, or grey cardigan (button up or closed v-neck sweater) or jackets with an ILTexas logo may be worn Monday through Friday. Only the ILTexas blazer or jackets with the ILTexas logo may be worn Monday through Friday. Jackets of ILTexas colors may be worn, but the hoods may not be worn on the head in the building. Pullover hoodies are not permitted (including Athletic hoodies issued by the Athletic Department). No other jackets, hoodies, sweaters or sweatshirts may be worn during school hours in the school building.

UNDERSHIRTS

Students may only wear a solid white, long or short-sleeved T-shirt under the dress shirt or spirit polo shirt. Writing on undershirts or logos is not permitted underneath uniform shirts. Undershirts are to be tucked into the waistband of skirts/pants and the sleeves may not extend beyond the sleeves of the dress/polo shirt.

ELEMENTARY-SPECIFIC UNIFORM CODE AND POLICIES

BLOUSES/SHIRTS

White cotton blouses (long or short sleeved) from Academic Outfitters, or school logo white or maroon polo shirts are required for girls. White button-down oxford shirts (long or short sleeved) or school logo maroon or white polo shirts are required for boys. Oxford shirts for boys and collar shirts

for girls must be worn on dress uniform Mondays. Long sleeves must be buttoned. The hem of the shirts must be fully tucked in and not rolled under. Kindergarten – 5th students may wear the ILTexas maroon or white polo shirt Tuesday through Friday.

PANTS AND SHORTS

Pants and should be worn appropriately and modestly. Both girls and boys must wear khaki Academic Outfitters uniform pants and short with their designated shirt style. Boys must wear pants on Mondays. Khaki uniform shorts may be worn Tuesday – Friday.

JUMPERS

Girls may wear the ILTexas uniform plaid jumper anytime during the school year. Plaid jumpers must be worn on Mondays. Khaki jumpers may be worn Tuesday-Friday. As girls grow taller, jumper lengths may need to be adjusted. Jumpers must be no shorter than two inches above the knee all the way around.

SOCKS

Girls must wear solid white socks. Boys must wear solid black socks. Students are not permitted to wear socks with logos. Girls may also wear solid white tights (waist to toes) with jumpers. Leggings are not permitted.

SHOES

Girls are required to wear solid white shoes with white laces or Velcro. Boys are required to wear solid black shoe with black laces or Velcro. Other shoe accessories are not permitted. Shoes and shoelaces should be kept in good condition and replaced when they are outgrown, torn, or otherwise damaged throughout the school year. For K-5 athletic shoes are recommended because shoes are worn in athletics.

MONDAY FORMAL DRESS

All students are required to wear the professional dress uniform on Mondays. Girls must wear the white blouse and plaid jumper. Boys must wear khaki pants with the button-down collar oxford shirt and uniform tie. Academic Outfitter sweaters may be worn.

MIDDLE SCHOOL SPECIFIC UNIFORM CODE AND POLICIES

SHIRTS

Students are required to wear long or short-sleeved white button-down oxford shirts from Academic Outfitters or white ILTexas Logo polo shirts from Academic Outfitters. Long sleeves on oxford shirt must be buttoned and never rolled up. The hem of all shirts must be fully tucked in all around waist and not rolled under. All shirt buttons, including the buttons on the collar points, must be buttoned during school hours. When a tie is required, the collar button must be buttoned during school hours. This is the only button that may be undone when not wearing a tie. Girls must wear atie during Formal Dress Day purchased through Academic Outfitters that are to be worn with their white or maroon shirts.

PANTS

Khaki pants must be worn appropriately and modestly. The following guidelines must be observed:

- Students must not wear pants that fit tightly
- Pants are to be worn at the natural waistline (no “hip huggers” or sagging)
- Hems may not touch the floor

TIES FOR GRADES 6-8

ILTexas plaid ties are required every Monday with white oxford button down shirt.

BLAZERS FOR GRADES 6-8

Students are required to wear an ILTexas maroon blazer every Monday.

SKIRTS

Girls may wear either the ILTexas plaid skirt or skorts. Girls must wear the plaid skirt every Formal Dress Monday. Khaki skorts may be worn Tuesday-Friday. Skirts/skorts shall be no higher than two inches above the knee (about the width of an ID badge between the knee and bottom of the skirt). Skirt length must be maintained all the way around.

SOCKS

Girls are required to wear solid white socks. Socks should not have logos or patterns. Girls may wear solid white tights (toe to waist). Boys are required to wear solid black socks. “No-show” socks are not allowed.

SHOES

Formal dress days (Mondays), girls must wear solid black or solid white closed-toe dress shoes or penny loafers. Boys must wear solid black dress shoes.

Optional dress days (Tues-Friday), girls are required to wear solid white or solid black shoes (any kind). Boys are required to wear solid black shoes (any kind). Other shoe accessories are not permitted. Shoes and shoelaces should be kept in good condition and replaced when they are outgrown, torn, or otherwise damaged throughout the school year. Shoelaces should also be black.

MAKEUP

Girls in Grades 6-8 may wear moderate natural makeup, which may include foundation, blush and mascara. Makeup may not be applied during instructional time. Boys are not permitted to wear makeup.

NAILS

All students will keep fingernails clean and neatly trimmed. Boys will keep nails trimmed so as not to extend beyond the fingertip. Boys are not permitted to wear nail polish.

PHYSICAL FITNESS/ATHLETICS UNIFORM

Students in grades 6-8 are required to wear the ILTexas approved physical fitness uniform from Academic Outfitters.

HIGH SCHOOL SPECIFIC UNIFORM CODE AND POLICIES

SHIRTS

Students are required to wear long or short-sleeved white button-down oxford shirts with a tie from Academic Outfitters. Long sleeves on oxford shirt must be buttoned and never rolled up. The hem of all shirts must be fully tucked in all around waist and not rolled under. All shirt buttons, including the buttons on the collar points, must be buttoned during school hours.

PANTS

Grey slacks or khaki pants must be worn appropriately and modestly. The following guidelines must be observed:

- Students must not wear pants that fit tightly
- Pants are to be worn at the natural waistline (no “hip huggers” or sagging)
- Hems may not touch the floor
- Boys must wear grey slacks on Formal Dress Mondays.

BLAZERS FOR GRADES 9-12

Students are required to wear an ILTexas black blazer every Monday.

SKIRTS

Girls may wear either the ILTexas plaid or khaki skirt. Girls must wear the plaid skirt on Formal Dress Mondays (or grey slacks for Middle and High School). Skirts shall be knee length or at fingertip length. Girls may wear either the ILTexas plaid skirt. Girls must wear the plaid skirt every Formal Dress Monday. Skirts shall be no higher than two inches above the knee (about the width of an ID badge between the knee and bottom of the skirt). Skirt length must be maintained all the way around.

TIES FOR GRADES 9-12

ILTexas plaid ties are required to be worn with white oxford button down shirt.

SOCKS

Boys are required to wear solid black socks. Girls must wear solid knee length white socks or solid white tights. Students are not permitted to wear socks with logos or patterns.

SHOES

Girls must wear flat, solid black, closed-toe dress shoes. Boys must wear solid black dress shoes; laces or loafers are acceptable. During Spirit/Casual Days, shoes must be closed-toe with no heel.

MAKEUP (GRADES 9-12)

Girls may wear moderate natural makeup. Lip color must be light pink, clear or a color that matches the student’s natural lip color. Makeup should be applied at home or in restrooms and cannot be applied in hallways or classrooms. Boys are not permitted to wear makeup.

NAILS

All students will keep fingernails clean and neatly trimmed. Boys will keep nails trimmed so as not to extend beyond the fingertip. Boys are not permitted to wear nail polish.

PHYSICAL FITNESS/ATHLETICS UNIFORM

Students in grades 9-12 are required to wear the ILTexas approved physical fitness uniform from Academic Outfitters. The tennis shoes for the athletic wear can be of any brand, color and style as long as the shoe is appropriate for exercise.

DRESS DAYS

- FORMAL DRESS DAYS – Formal dress days will be every Monday and on special events that will be scheduled in advance.
- NON-FORMAL (REGULAR) DRESS DAYS – These days include Tuesday through Friday.
- SPIRIT DAYS – Students are allowed to wear a college or school shirt with jeans on spirit days. No shorts and non-ILTexas skirts are allowed. These days will be scheduled in advance.
- CASUAL DRESS DAYS – Similar to Spirit Days, but students are allowed to wear a regular appropriate shirt. These days will be scheduled in advance.
- FRIDAYS (HIGH SCHOOL ONLY) – Students have the option to wear an ILTexas polo on Fridays.

If students or parents have any questions about a particular article of clothing, they should forward those questions to the Principal.

EXTRACURRICULAR ACTIVITIES AND ATHLETICS

PHILOSOPHY STATEMENT

We believe that physical activity is an integral component of a student's intellectual, social, and emotional development. The athletic program of ILTexas is designed to complement and foster our academic goals. We offer every student the opportunity to participate in a variety of programs provided they are able to maintain a level of academic performance consistent with our school mission. Our goal is the development of our students who are able to meet and balance the demands of our rigorous curriculum as well as the challenges of our extracurricular activities and sports programs.

ELIGIBILITY AND COMMITMENT REQUIREMENTS

A. STUDENT CREDITS

Student in grades 6–12 may participate in extracurricular activities on or off campus at the beginning of the school year only if:

1. Beginning the 6th–9th grades – student has been promoted from the previous grade level.
2. Beginning the 10th grade – student has earned 6 state credits towards State graduation.
3. Beginning the 11th grade – student has earned 13 state credits **OR** has earned 7 credits in the last twelve months.
4. Beginning the 12th grade – student has earned 21 state credits **OR** has earned 8 credits in the last twelve months.

B. STUDENT ELIGIBILITY CRITERIA

17. In order to be eligible to participate in an extracurricular activity for a six-week period following the first six weeks period of a school year, a student must not have a recorded grade average lower than 70 in any course for that preceding six weeks.
 1. A student whose six-week grade average, in any course, is lower than 70 at the end of any six weeks period

shall be suspended from participation in any interscholastic activity during the succeeding three-weeks periods. If, at the end of the three-weeks period, the student is passing all classes, that student will become eligible 7 days after the grade was officially earned for the remainder of that current six weeks. Validation of the three-weeks grade is made through the athletic coordinator, campus principal, or campus designee.

2. Students may practice with their respective teams while they are on academic suspension.
3. Students may also participate in pre-season scrimmages while on academic suspension.
4. At the end of any three-week ineligibility period in which a student has attained a course grade average of at least 70 in each course taken. Students regain after the seven-day grace period.
5. Students who also assist the coach, such as student managers, must meet all academic eligibility requirements even though they do not participate in the actual performance or contest.
6. A student receiving an incomplete (I) in a course is considered ineligible until the incomplete is replaced with a passing grade for that grading period in a designated amount of time.
 - i. A student who fails a course becomes ineligible seven days after the last day of the six- weeks period during which the grade was earned.
 - ii. The division coordinator and head coach will validate grades using Skyward to run report cards. An athlete **will not** submit his/her grades.
7. Any 6th grade-12th grade student-athlete who is assigned to Eagle Academy or mandatory tutoring on their campus must attend Eagle Academy or mandatory tutoring before any practice, game or other organized team activity.

A. WAIVED ILTEXAS ADVANCED COURSES

Grades in AP/Honors courses will be included. Students enrolled in AP courses may have one grade per students per semester exempted from the no grade below 70 rule. The grade may not be below a 60 and must be in an AP course. Grades in regular courses are not exempted. The student must attend mandatory tutorials in the failed course until the grade is raised to passing. Only one grade per student per semester may be exempted. Failure to attend all tutorials will result in loss of the exemption.

B. OTHER QUALIFICATIONS

In the time period from 12:00 a.m. Monday through 11:59 p.m. on Sunday, no team or other activity may practice, rehearse, or meet for more than eight hourshis time limitation is exclusive of games or performances or other competition events. The HQ Athletic Director or Campus Athletic Coordinator monitors academic qualifications and that students, coaches and advisors are held accountable. In disputed cases, the decision of the Principal will be final.

STUDENT ATHLETIC CODE

It is the desire of the administration and coaching staff of ILTexas that being an athlete will be an integral part of his/her secondary educational experience. Being an ILTexas athlete is a privilege and is one that carries with it many responsibilities. As athletes at ILTexas our young people have a standard to reflect and uphold. That standard is one of positive leadership, character, responsibility, and a competitive spirit. Participation in the educational athletic program and/or TCSAAL or University Interscholastic League contests is not a right, but a privilege. No student is required to take part in athletic contests or activities. Therefore, it is imperative that all students participating in athletics understand the regulations that can be found below while conforming to the rules therein. Student athletes failing to follow these regulations or failing to live up to the ILTexas Student Code of Conduct, Athletic Department rules and regulations, and/or the Co-Curricular policy can have athletic participation privileges removed by the coach.

The following regulations will be in effect for all athletes in ILTexas, both on and off the field of play, in order to be eligible to participate in any competitive sport practice or program directly related to improvement in a sport.

1. The athlete must refrain from the use of profanity or resorting to illegal tactics. Temper fits, flagrant rules violations, etc. will not be tolerated.
2. He/She must learn that both winning and losing are a part of the game and that you have to win or lose with class and emotional maturity.
3. Total Respect for officials is an absolute must; any disrespect from athletes or fans will not be tolerated.
4. Any behavior contrary to the above mentioned or any other act, which is not conducive to good sportsmanship, may result in disciplinary action at the coach's discretion, which may include removal from the contest.

Again, participation in educational athletics is a privilege, not a right; therefore, there are certain standards which must be maintained.

1. **Uniformity:** Athletes travel quite frequently to other schools, towns, communities, restaurants, etc., as representatives of ILTexas; therefore, they should be groomed in a manner in which our community, school and sponsors will be proud. We expect our athletes to set the example for our school in the area of grooming and personal appearance.
2. **Dress:** The athlete should be neatly dressed and in compliance with all ILTexas, TCSAAL & UIL policies.
 - a. **Hair:** All athletes who represent ILTexas will be properly dressed and hair will be neatly cut per the Student Code of Conduct. No haircuts or hair color (including the use of feathers in any form – clipped, banded, or attached permanently) outside of the TCSAAL / UIL Guidelines or Student Code of Conduct will be allowed for playoffs or any other contests. This includes males bleaching their hair blonde, Mohawks, or cutting numbers/designs in their hair, etc. Long hair must be pulled back out of the student athlete's face during practices and competitions.
 - b. **Jewelry:** No jewelry will be allowed during practices or games (piercings, including new piercings must be removed during practice and games). Not only is this a safety issue, but it is also in accordance with TCSAAL and UIL rules for practice and competition.

Disrespect to a Teacher or Coach

Any act of disrespect by a student athlete to his/her teacher, support staff, coach or member of school administration will be handled on an individual basis. Punishment will be up to the discretion of the coach.

Rules Applicable to Athletes (At All Times)

1. **Tobacco use, drinking of alcoholic beverages and abusive drugs** will not be tolerated in athletics at any time during his/her school career. Punishment will be in accordance with the ILTexas Co-Curricular Contract and the Student Code of Conduct. Also, ILTexas requires that all participants in athletics for grades 7–12 may undergo random drug testing in accordance with the ILTexas Random Student Drug Testing Policy.
2. **Theft:** Taking things from other players, students, school, etc. will not be tolerated. Consequences will be determined on a case-by-case basis and up to coach's discretion.
3. **Hazing/fighting/bullying** or any physical harm to another student may result in consequences including but not limited to a potential loss of athletic privileges. Discipline is up to coach's discretion.
4. Athletes assigned to **ISS (In School Suspension)/ OSS (Off Campus Suspension) or administrative behavioral placements** will lose all extracurricular privileges for each school day served in said placement. Additional consequences for high school student athletes will be left up to the Head

Coach's discretion.

5. **School Equipment:** The athlete shall not wear or use school equipment for personal use. Equipment may not be removed from school property without permission from his/her coach. All articles of the school-issued uniform must be returned at the conclusion of the competitive season. The athlete is financially responsible for all equipment checked out to him/her that is either not returned or returned as damaged.
6. **Quitting:** A student/athlete who decides to quit one sport and enter another will be ineligible for participation in another sport until the end of the season for the sport for which he/she has quit, or unless the head coaches of both sports mutually agree to the student/athlete's participation. A student/athlete quitting a sport after the first contest will forfeit any award for that sport.
7. **Practice and Game Regulations:** A coach must be contacted ahead of time if an athlete must miss a practice or game. Missing any type of practice or game will result in an appropriate type of make-up work. No electronic devices or backpacks will be allowed during practices or games.
8. **Parent/Doctor's Notes:** We will accept a parent's note for an athlete to sit out of practice due to an illness/injury for a maximum of three days. After three days, a note from a doctor or Athletic Trainer will be required indicating the injury and anticipated inactivity. If after the three days we do not have a doctor's note, the absences will be counted as unexcused absences and consequences will be assessed according to coach's discretion.
9. **School vs. Club Expectations:** All school practices and games will take priority over club practices and games. A student can participate on a select/club team while participating on a school team; however, missing a scheduled school event to participate in a non-school event will count as an unexcused absence. If a student misses one school event/game, they will be suspended the following corresponding number of events/games in middle schools. For this purpose, a tournament will be considered two games. In high school, it is the head coach's discretion.
10. **Travel:** All athletes in Middle School and High School represent the community, school and coaches. All athletes will travel to the competition with their team. High school students will also return on the bus unless an emergency type situation occurs or prior arrangements have been made with the Head Coach. Middle school students will be picked up by their parent/guardian at the site of their in town games.
11. **Tutoring** and any re-tests – all reasonable efforts should be made to schedule these outside of practice time.
12. **Athletic concerns or problems** will be addressed in this order:
 - a. Athlete/coach
 - b. Athlete/parent or guardian/coach
 - c. Athlete/parent or guardian/coach/athletic coordinator
 - d. Athlete/parent or guardian/coach/athletic coordinator/athletic director/principal

Arrival on Campus and Participation in After School Activities

Students that arrive after 10:00 a.m., even with parental permission, will not be allowed to participate in activities that include contests, dramatic rehearsals and performances, and club activities on that day.

Students who arrive after 10:00 a.m. because of a doctor's appointment are not subject to this policy. Any student who is at a doctor's appointment will need to bring a note from the doctor when arriving on campus

LETTER JACKETS AND LETTERS

Students in grades 9–12 have the opportunity to be awarded a letter in Fine Arts, Academics, and Athletics. These are awarded in the fall following the completion of the academic school year. Basic

criteria include citizenship, commitment to the program, and leadership. For the specific requirements of these awards, see the sponsor of the activity in which you wish to receive a letter.

ATHLETIC PARTICIPATION FEE

There is an extra-curricular sports fee of \$25.00, representing a security deposit for the return of equipment and a fee for athletic apparel and equipment, for all student athletes. This fee is only assessed to student-athletes who are selected as a member of any sports team and not a requirement to “try-out” for the team. Student-Athletes are deemed “members” of the team upon entry to the official team roster by the respective coach. This fee is a one-time assessment and in the instance of a student-athlete being selected and participating in multiple sports, the fee will not be assessed for the subsequent sports/teams. Thus, the minimum and maximum yearly fee for any student-athlete will be \$25.00. Application for exemption of paying this fee due to financial hardship will be available to the parent(s) or guardian(s) at the time of the parent meeting.

EXTRACURRICULAR CLUBS AND ORGANIZATIONS

Participation in clubs and organizations is a privilege that allows students the opportunity to develop leadership skills, special talents, and new interests. Participation is a privilege, and therefore, students must meet all of the requirements set forth in this handbook. ILTexas recognizes that the learning process is not confined to the classroom and that school life and social interchange are very important aspects of the educational process. We endeavor to provide a well-balanced extracurricular program. To supplement the basic educational programs and to provide opportunities for students to learn in various school settings, a comprehensive extracurricular activity program is available. Each school activity is organized to accomplish four major goals:

1. School Service: perform various activities to enhance the school’s academic function.
2. Community Service: support a community activity in line with the functions of the student group.
3. Fundraising Activities: raise money to carry out defined activities.
4. Social Activities: provide an opportunity for students to socialize through group activities.

Each extracurricular activity should compete on a yearly basis, at least one activity corresponding to the above stated purposes. The following extra-curricular activities may (not an all-inclusive list) be offered:

Band	Dance
Baseball	Destination Imagination
Basketball	Beta Club
Cheer	HOSA
Choir	FCCLA
Cross Country	Track and Field
Debate	Volleyball
Flag Football	World Affairs (JWAC)
Model UN (GEMUN)	Language clubs and societies
Orchestra	
Soccer	
Softball	
Student Council	

In addition, a variety of after school clubs may be offered.

HONOR SOCIETIES (NJHS AND NHS)

Requirements for becoming a member in the National Junior Honor Society (NJHS) in grades 7 and 8 include an average GPA of 95.0 with no grade lower than 90.0. Maintaining membership requires an average of 90.0.

Membership in the National Honor Society is open to any eligible student in grade 10, 11, or 12 who has been enrolled for a minimum period of one semester. Students achieve membership because they are held in the highest regard in all aspects of their student life. To become a member of the Senior National Honor Society students must be enrolled in at least four courses in the core curriculum areas of English, Foreign Language, Social Studies, Mathematics, and Science. Students must earn an overall 92.0 weighted average. Maintaining membership requires an overall 88.0 average. In order to be a member of the National Honor Society students must be outstanding in the areas of Scholarship, Service, Leadership and Character.

The Honor Society Committee (as assigned by the Principal) ultimately will determine those students who have upheld, to the highest degree, the standards that are required. Specific requirements include:

- *Scholarship.* Students must have a minimum of grade A in all academic courses.
- *Leadership.* Students should have demonstrated leadership. It is helpful if students have held a variety of offices with the school and community. These offices should have required the student to demonstrate a variety of skills and abilities.
- *Character.* Students should actively demonstrate the qualities of honesty, responsibility, fairness, courtesy, tolerance and cooperation.
- *Service.* The student should have made significant contributions to the school, classmates and community. Such contributions should be readily identifiable.

STUDENT COUNCIL

The ILTexas Student Council meets regularly. The student body elects the Student Council that is responsible for organizing social activities on behalf of the students and for determining student needs and opinions on matters affecting them. The Council works closely with both the student body and administration in an effort to build a stronger school community.

GRADING PROGRAM, PROMOTION STANDARDS, GRADUATION REQUIREMENTS

Grading and reporting should focus on student growth and learning in a climate of high expectations. Instructional emphasis should be placed on the accomplishment of defined school goals. Student progress will be assessed every six-weeks, using several rubrics, which include portfolios, verbal assessments and written formats, such as tests and quizzes. Additionally, students will be administered an End of Cycle Assessment (ECA) at the end of each grading period.

OTHERS BEFORE SELF SERVICE LEARNING PROJECT

In order to both teach and highlight our “Others Before Self” motto in theory and action, every student at ILTexas will need to complete an “Others Before Self” service learning project in collaboration with their grade level peers. Further, ILTexas high school students are required to complete a total of 60 service hours by the time they graduate (or 15 hours for every year they attend ILTexas). These credit hours can be completed outside of the school and they can be completed during their class

service project. The hours need to be turned in monthly to their counselor using the ILTexas Community Volunteer Service Hours Tracking Sheet.

TEST RETAKES FOR GRADES K-12

Students who earn a grade below 70 on a test are eligible for a retake (with the exception of ILTexas benchmarks and high school semester exams). The student may not earn a grade higher than a 70%. The score recorded on the grade book will be the higher of the two. Tests may be retaken only once. Re-takes must be done within 10 instructional days.

LATE WORK FOR GRADES 3-5

All assignments are expected to be turned in on time. If assignments are turned in late, the grade will be affected by the following adjustments:

- On the 1st day of class that the assignment is due, the student will be able to earn a maximum grade of 100%.
- On the 2nd day of class, the student will be able to earn a maximum grade of 90%.
- On the 3rd day of class, the student will be able to earn a maximum grade of 70%.

LATE WORK FOR GRADES 6–12

All assignments are expected to be turned in on time. Students who turn in assignments one class period or more after the due date will earn a maximum grade of 70%. Additionally, students who turn in work two or more days after the due date may face further discipline consequences (see details below). Students who attend after-school tutoring or Saturday tutoring may be able to earn grades above the minimum (based on campus principal and instructor discretion).

- On time: Maximum grade of 100%
- One Class Period Late: Maximum grade of 70%

HOMEWORK AND TEST PROCEDURE FOR GRADES 1–12

It is the student’s responsibility to turn in homework on the assigned date. When absent, students must obtain the missed assignments and make up the work in accordance with the procedure for excused absences. Please reference ILTexas.org for links to teacher pages for class specific information.

MANDATORY EAGLE ACADEMY

Failure is not an option at ILTexas, and our objective is to ensure that every student demonstrates “Mastery of the Material.” Students are expected to complete and to turn in their homework or other assignments when they are due. For students in grades 4 and higher, failure to turn in homework will result in the student being required to stay at school that day to complete the assignment. Parents will be contacted by School Messenger that the student will be staying that day to complete the assignment. The details of each campus Eagle Academy will be determined at the campus level by the Campus Principal.

MAKING UP WORK FOR EXCUSED ABSENCES

Students who have missed work due to an excused absence have as many class days to make up the work as they were absent. All work assigned before the student absence will be due the day the student returns to class. If a student misses one class, the student will have one additional class day to turn in the assignment.

If a student has missed several days due to an excused absence, parents should contact the teacher to determine a reasonable plan to help their child catch up on missed work. The late work procedure does not apply to an excused absence.

MAKING UP WORK FOR UNEXCUSED ABSENCES

Students with unexcused absences are required to make-up and demonstrate mastery for all missed daily work. Major work may be made up; however, the grade will be no higher than 70%.

PROMOTION STANDARDS

In order for ILTexas students to be promoted to the next grade level, students must demonstrate proficiency in the subject matter of the course or grade level. To earn credit in a course, a student must demonstrate mastery on grade level standards and meet ILTexas’ requirements for attendance. For English Language Learners, the Grade Placement Committee (GPC) in consultation with the Language Proficiency Assessment Committee (LPAC) will determine promotion standards. For students with disabilities, the student’s ARD/IEP committee will determine the promotion status based on mastery of IEP goals and objectives and /or course requirements.

Additionally, the Texas Legislature created The Student Success Initiative (SSI) to ensure that students receive the instruction and support they need to be academically successful in reading and mathematics. Under SSI, students in 5th and 8th grade must pass the STAAR reading and math tests.

ILTexas Promotion standards include:

Grade Level	Promotion Standards
<u>KINDER AND GRADE 1</u>	<ul style="list-style-type: none"> • Students must make satisfactory progress (S) towards mastery of at least 70% of the grade level TEKS delineated on the report card. • Students must have sufficient attendance*
<u>GRADE 2</u>	<ul style="list-style-type: none"> • Students must pass High Frequency Word Test – Recognizing and reading words that appear very often in written and spoken language. • State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading/language arts, mathematics, and science or social studies. • Students must have sufficient attendance*
<u>GRADES 3, 4 AND 5</u>	<ul style="list-style-type: none"> • Students must pass STAAR (State of Texas Assessment of Academic Readiness) in reading and math. If STAAR is not mastered, the campus GPC may take into consideration locally developed assessments that assess the same TEKS measured on STAAR. • State requirement of overall yearly average of 70 or above and local requirement of an average of 70 or above in reading, other language arts, mathematics, and science or social studies. • Students must have sufficient attendance*

Grade Level	Promotion Standards
<p style="text-align: center;"><u>GRADES</u> <u>6, 7 AND 8</u></p>	<ul style="list-style-type: none"> • Students must pass STAAR in reading and math. • A student who fails (under 70% average) two (2) or more core classes may not advance to the next grade. • If the above criteria are not met, the campus GPC may take into consideration locally developed assessments that assess the same TEKS measured on STAAR. • Students must have sufficient attendance*
<p style="text-align: center;"><u>GRADES</u> <u>9 – 12</u></p>	<ul style="list-style-type: none"> • Students are promoted based on their total accumulated course credits prior to the beginning of the next school year. • Individual course credit is earned through a passing grade of 70% or above and sufficient attendance*

*Sufficient attendance: A student’s total number of absences should not exceed 10% of class meetings from the date of enrollment.

If a student in grade 5 or 8 is enrolled in a course that earns high school credit and for which an end-of- course (“EOC”) assessment will be administered, the student will not be subject to the promotion requirements described above for the relevant grade 5 or 8 assessment. However, for federal accountability purposes, the student may be required to take both the grade level and EOC assessment.

If a student in grade 8 is enrolled in a class or course intended for students above his or her current grade level in which the student will be administered a state-mandated assessment, the student will be required to take an applicable state mandated assessment only for the course in which he or she is enrolled, unless otherwise required to do so by federal law.

GPA EXEMPT COURSES

All courses taken during the regular school year *at ILTexas* shall count toward GPA except for the following: aide positions, study hall, peer tutoring, college credits that are not dual credits credit by examination credits, & SAT prep class.

CALCULATION OF WEIGHTED LOCAL GPA

Only courses taken at ILTexas count towards local GPA. Local GPA is based on a 100-point scale. Further, weightings are based on the following scale:

<i>Advance Placement/Dual Credit</i>	<i>1.15</i>
<i>Honors/Pre-AP</i>	<i>1.1</i>
<i>All other courses</i>	<i>1</i>

SENIOR CALCULATION OF WEIGHTED LOCAL GPA

For the purpose of determining honors to be conferred during graduation activities, the campus shall calculate class rank by using grades available at the time of calculation at the end of the fifth six week grading period of the senior year. For the purpose of applications to institutions of higher education, ILTexas shall also calculate class rank as required by state law (top 10% only).

VALEDICTORIAN AND SALUTATORIAN REQUIREMENTS

Graduating seniors with the highest and second highest cumulative local weighted grade point average as determined at the end of the 5th grading period of the senior year and carried out three decimal places, will be eligible to serve as the Valedictorian and Salutatorian respectively. In the event of a tie for Valedictorian, the student with the highest number of AP and Dual Credit classes taken shall be declared the Valedictorian. If still tied, the person with the highest SAT score will be designated Valedictorian. All courses and corresponding numeric grades earned to determine GPA must not be modified in content and must be identified by the state as a regular, honors, and/or AP course in order to qualify for Valedictorian and Salutatorian.

Each ILTexas High School shall have a Valedictorian and Salutatorian. Candidates shall be in attendance at the awarding High School continuously, commencing with enrollment no later than the first day of the second six-week grading period of the student's junior year until graduation. The Valedictorian shall be the eligible graduate with the highest local GPA; the Salutatorian shall be the eligible graduate with the second highest local GPA.

Further, all senior Honors students are recognized at Graduation based on the following criteria:

Honor	Criteria
Highest Honors	<ul style="list-style-type: none">• 97.5+ Local GPA• Completed a minimum of 15 community service hours per year (enrolled at ILTexas)• Has successfully completed a min. of 5 dual credit and/or AP courses.• Exemplifies the ILTexas Core Leadership Traits• Demonstrated growth in language proficiency (English, Spanish, and Mandarin Chinese), as measured by ACTFL Guidelines
High Honors	<ul style="list-style-type: none">• 95+ Local GPA• Completed a minimum of 15 community service hours per year (enrolled at ILTexas)• Has successfully completed a min. of 3 dual credit and/or AP courses.• Exemplifies the ILTexas Core Leadership Traits• Demonstrated growth in language proficiency (English, Spanish, and Mandarin Chinese), as measured by ACTFL Guidelines

GRADING SYSTEM AND GRADE REPORTING

Kindergarten and 1st Grade Standard Based Report Cards

E - Excellent Progress towards mastering standard

S - Satisfactory Progress towards mastering standard

N - Needs Support

U - Unsatisfactory progress towards mastering standard

M - Met Standard

Evaluation of Credits for Transfer Students

ILTexas accepts credits from other schools accredited by the State of Texas and accredited schools from other states. Courses will be evaluated by a counselor to determine if the course meets the requirements for graduation from a Texas high school, as well as from ILTexas. All transfer grades

earned in accredited schools will be converted to ILTexas grading scale and course designation consistent with ILTexas standards (though only courses taken at ILTexas count towards GPA class rank).

Evaluation of Foreign Transcripts

A transfer student who has been attending a non-US affiliated foreign school should have his/her transcript evaluated for appropriate placement at an ILTexas high school by the Principal or his/her designee. In most cases the student will not be placed higher than the eleventh grade and no more than eight credits will be awarded per school year.

Although credit will be given for appropriate, comparable courses passed, grade points and grades will not be awarded for courses from non-US affiliated foreign schools. Only a “P” (pass) will be designated for credits earned in foreign schools that are non-US affiliated.

Grade Conversion for Transcripts with Letter Grades

Conversion of letter grades to numerical grades for students transferring in with letter grades from accredited schools will be based on numerical equivalents (reminder: only courses taken at ILTexas count towards GPS/class rank). Conversion of out-of-country students’ grade equivalency will be determined by evaluation of the students’ transcripts. A plus or a minus attached to a letter grade shall be converted as follows:

A+ = 98	B+ = 88	C+ = 78
A = 95	B = 85	C = 75
A - = 92	B - = 82	D = 72
		F = 69

Student academic evaluation is achieved through the use of a grading system. An average grade of 70 is required for successful completion of a course. The grading system of ILTexas shall be in accordance with the following scale:

<u>On 100 Scale</u>	<u>On 4.0 Scale</u>
A 90 – 100	4.0
B 80 – 89	3.0
C 70 – 79	2.0
*D 70	1.0 (for transfer of grades from dual credit courses)
F.....69 and below	0.0

To earn credit in a course, a student must receive a grade of 70 or higher based upon specific course or campus standards and meet minimum attendance requirements. Guidelines for grading must be in compliance with headquarters policy and shall be communicated to students and parents upon the student’s enrollment.

Semester Average

85% Average of the three grading periods 15% End of semester exam

Six Weeks Averages and Weighting of Grades

- Students will have a minimum of three grades per week per subject entered into the gradebook.
- Students will have a minimum of three exam or major project grades per grading cycle entered into the gradebook.

- Quizzes shall be weighted as exams

K-2:	Exams and Major Projects- 50%	Daily Assignments and Homework – 50%
3-5:	Exams and Major Projects- 50%	Daily Assignments and Homework – 50%
6-8:	Exams and Major Projects- 50%	Daily Assignments and Homework – 50%
9-12:	Exams and Major Projects- 50%	Daily Assignments and Homework – 50%

One-half credit may be earned in one semester. Students who fail either semester of a yearlong course may be permitted to continue the course and by cumulative grade average of 70 or higher for both semesters to receive credit for both semesters. Grades from correspondence courses, credit by exam, summer school, online courses, dual credit courses or credit recovery may be averaged with regular session semester grades to earn credit for both semesters of a yearlong course.

END OF COURSE EXAMS

End-of-Course (EOC's) Required for Graduation

- English I (reading and writing on a single test and given one score)
- English II (reading and writing on a single test and given one score)
- *English III
- Algebra I
- *Algebra II
- US History
- Biology

***Not a state requirement, nor an FSP graduation requirement. However, an ILTexas requirement**

Satisfactory performance on the applicable assessments will be required for graduation, except in circumstances where a student may be eligible to graduate in accordance with a plan approved by an Individual Graduation Committee. (See “Individual Graduation Committee Decisions” below.)

There are three testing windows during the school year in which a student may take an EOC assessment, which will occur during the fall, spring, and summer months. If a student does not meet satisfactory performance, the student will have additional opportunities to retake the assessment.

Texas Success Initiative Assessment: Prior to enrollment in a Texas public college or university, most students must take a standardized test called the Texas Success Initiative (“TSI”) assessment. The purpose of the TSI assessment is to assess the reading, mathematics, and writing skills that entering freshmen-level students should have if they are to perform effectively in undergraduate certificate or degree programs in Texas public colleges and universities. This assessment may be required before a student enrolls in a dual- credit course offered through ILTexas as well.

Individual Graduation Committee Decisions

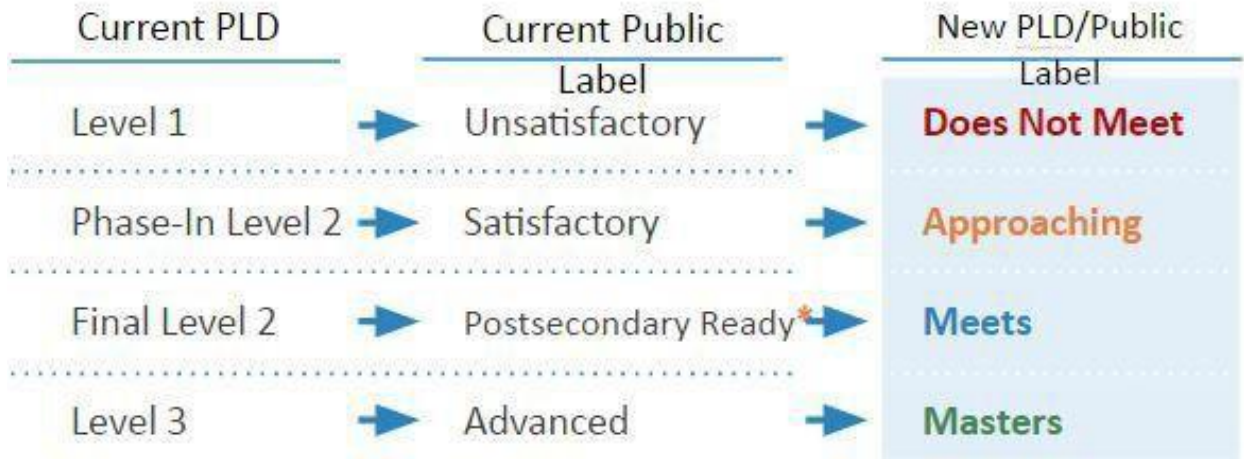
A student who was enrolled in the 11th or 12th grade and who has failed the EOC assessment graduation requirements for no more than two courses may receive a high school diploma if the student has qualified to graduate by means of an individual graduation committee (“IGC”). A student may not graduate under an IGC if the student did not take each required EOC assessment or an approved substitute assessment for each course for which there is an EOC assessment.

Please see the Principal for more information on the makeup of an IGC and all other requirements for graduation.

ILTEXAS HIGH SCHOOL ACADEMICS

Performance Labels

The labels for the performance categories are:



Accelerated Instruction

Parents of students who do not perform satisfactorily on their STAAR or EOC assessments will be notified that their child will participate in an Accelerated Instructional Program designed to improve performance. A student in grade 5 or 8 will have two additional opportunities to take a failed assessment. If a student fails a second time, a grade placement committee, consisting of the Principal or designee, the student’s teacher, and the student’s parent will determine the additional special instruction the student will receive.

Students will also have multiple opportunities to retake EOC assessments.

If a student fails after a third attempt, the student will be retained at his or her current grade level. The parent, however, may appeal this decision to the grade placement committee. A decision to promote a student to the next grade level must be unanimous. Regardless of whether the student is retained or promoted, an educational plan for the student will be designed to enable the student to perform at grade level by the end of the next school year.

In addition to the requirements listed above for students in grades 5 and 8, a student may be considered for retention if they have met any of the following criteria:

1. failed one or more core subject areas;
2. failed one or more state assessments
3. is below level in one or more core subject areas;
4. missed more than 10% of instructional days in an academic year. The decision must be made by a committee, which is comprised of the child’s core subject area teachers, the counselor, and the Principal.

Students with Disabilities: Upon the recommendation of the Admission, Review, and Dismissal (“ARD”) Committee, a student with disabilities who is receiving special education services may be promoted and/or permitted to graduate under the provisions of his or her Individualized Education Program (“IEP”).

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the

certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony.

For the Class of 2018 and Beyond

Students who enter high school during the 2014-15 school year and thereafter will graduate under the foundation school program. Within the foundation graduation program are “endorsements,” which are described below. Endorsements earned by a student will be noted on the student’s transcript and diploma. The foundation graduation program also involves the term “distinguished level of achievement,” which reflects the completion of at least one endorsement and Algebra II as one of the required advanced mathematics credits. State law and rules prohibit a student from graduating solely under the foundation graduation program without an endorsement unless, after the student’s sophomore year, the student and the student’s parent are advised of the specific benefits of graduating with an endorsement and submit written permission to an appropriate school administrator for the student to graduate without an endorsement. A student who anticipates graduating under the foundation graduation program without an endorsement and who wishes to attend a four-year university or college after graduation must carefully consider whether this will satisfy the admission requirements of the student’s desired college or university. Graduating under the foundation graduation program will also provide opportunities to earn “performance acknowledgements” that will be acknowledged on a student’s diploma and transcript.

Students will need to declare their preferred endorsement area, in writing, by the beginning of their 9th grade year. Students will be able to change their endorsement at any time. An endorsement is basically an opportunity for students to select a “major” during their high school career.

The endorsement areas are:

- Arts & Humanities
- Business & Industry
- Multidisciplinary
- Public Service
- Science, Technology, Engineering & Math (STEM)

NOTE: To earn the STEM endorsement students MUST take Algebra II, Chemistry & Physics in concert with other Foundation + Endorsement Program requirements

ILTexas offers courses to meet endorsements in all areas. There are specific course requirements in the foundation curriculum based on the Endorsement selected.

ADDITIONAL INFORMATION REGARDING THE FHSP AND GRADUATION PLANS FOR STUDENTS ENTERING GRADE 9 PRIOR TO THE 2014–2015 SCHOOL YEAR MAY BE OBTAINED FROM THE PRINCIPAL.

GRADE CLASSIFICATION

The following standards apply to grade classification. Standing is determined at the start of each school year. Classification is for the complete school year.

Core Classification

Four English: I, II, III, IV, and/or other approved English course

Four Math: Algebra I, Algebra II, Geometry, and/or other approved Math course

Four Science: Biology, Environmental Systems/Scientific Research and Design, Chemistry, Physics, and/or other approved Science course

Four Social Studies: World Geography, World History, US History, Gov't/Eco, and/or other approved Social Studies course

Freshman

A student entering high school for the first time or having fewer than six credits.

To Become a Sophomore

A student who has earned a minimum of 6 credits with 3 of the 6 earned in Core courses will be classified as a sophomore. Min. of 6 total credits: 3 credits earned from any of the following courses:

- English I
- Algebra I
- Biology
- World Geography or other required social studies

To Become a Junior

A student who has earned a minimum of 12 credits with 6 of the 12 earned in Core courses will be classified as a junior.

Min. of 12 total credits: 6 credits from any of the following courses:

- English I, II
- Algebra I, Algebra II, Geometry or other required math course
- Biology, Chemistry, Physics, or other approved Science course
- World Geography, World History or other required social studies course

To Become a Senior

A student who has earned a minimum of 18 credits with 10 of the 18 in Core courses and who is enrolled in a program that will allow for graduation will be classified as a senior.

Min. of 18 total credits: 10 credits from any of the following courses:

- English I, II, III
- Algebra I, Algebra II, Geometry or other required math course
- Biology, Chemistry, Environmental Systems, Physics, or other required science course
- World Geography, World History, US History, or other required social studies course.

Students that are enrolled in the correct number of credits to graduate in the current school year may also be classified as a senior with principal approval.

CLASS LOADS

ILTexas high schools have 10 period block schedules. All students must be enrolled in all 10 classes, unless they are participating in the dual credit program or a qualifying internship.

CREDIT BY EXAM (CBE) FOR ACCELERATION

ILTexas uses examinations and guidelines established by the State Board of Education to offer credit and acceleration by exam. Credit by examination may not be available for courses that require students to successfully complete an end-of-course exam.

If a Student has Prior Instruction

A student in grades 6–12 who has previously taken a course or subject (but did not receive credit for it) may, in circumstances determined by the Principal or designee, be permitted to earn credit by passing an exam on the essential knowledge and skills defined for the course or subject. To receive credit, a student must score at least 70% on the exam.

The Attendance Review Committee may also offer a student with excessive absences an opportunity to receive credit for a course by passing an exam.

If a Student Has Not Taken the Course

A student will be permitted to take an exam to earn credit for an academic course or subject area for which the student has had no prior instruction or to accelerate to the next grade level. The exams offered by ILTexas are approved by the Board of Directors. The dates on which exams are scheduled during the academic year will be published in an appropriate school publication and on the ILTexas website.

A student in grade 6 or above will earn course credit with a passing score of at least 80 on the exam, or a score designated by the state for an exam that has alternate scoring standards. A student may take an exam to earn course credit no more than twice. If a student fails to achieve the designated score on the approved exam before the beginning of the school year in which the student would need to enroll in the course according to the school's course sequence, the student must complete the course.

If a student plans to take an exam, the student (or parent) must register with the Principal no later than 30 days prior to the scheduled testing date. ILTexas will not honor a request by a parent to administer a test on a date other than the published dates. If ILTexas agrees to administer a test other than the one chosen by the school, the student's parent will be responsible for the cost of the exam.

CREDIT RECOVERY GUIDELINES

The goal of the ILTexas Credit Recovery Program is to assist students deficient in credits. It is the responsibility of each student to be aware of their progress toward a diploma and to take full advantage of the assistance available. Please contact the individual campus for additional information. ILTexas utilizes the Plato/Edmentum courseware to assist with credit recovery.

High school students who fail a course may recover credit through the following options:

1. Correspondence
2. Credit by Examination
3. Summer School
4. On-line courses
5. Dual-credit
6. Repeating the class during the school day
7. Credit Recovery class scheduled before or after school

PLATO FOR INITIAL CREDIT

Plato courses may be used for initial credit under extenuating circumstances, pending counselor and principal’s written approval. The preference is for students to receive face to face instruction in a traditional setting for initial credit; however, there may be scenarios (schedule conflicts, singleton courses, students needing a course not offered, etc.) where we will need to look to the Plato catalogue of courses as an option. Plato courses taken for initial credit will receive a weight of 1.0, regardless of level or rigor.

SUMMER SCHOOL

Course Fees	Course fees will not exceed \$200 per course
Purposes	* Credit Recovery for high school students, and * Initial Credit (pending counselor and administrator approval)
State Required Summer School (No Fee)	
* ESY (Extended School Year) for special education students who may qualify * Accelerated instruction for all high school students who must re-take End of Course (EOC) assessments	

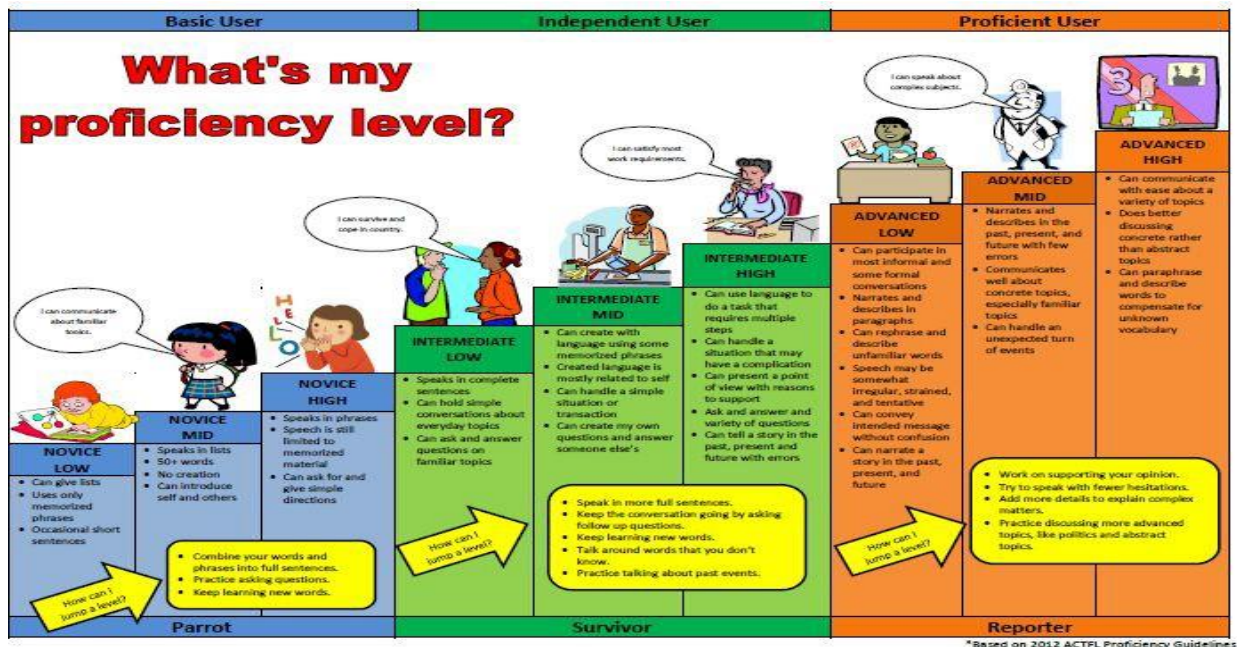
The following information pertains to all grade levels:

- Any cost associated with any Credit Recovery or courses for acceleration outside of the school day will be the responsibility of the student and parent.
- Course progress will be checked weekly and good attendance and effort must be evident or the student may be dismissed from the credit recovery course with no refund.
- For dual credit courses, transportation to and from the college campus either outside of the school day or during the school day will be the responsibility of the student and parent.
- Seniors planning to participate in graduation must provide proof of credit earned and recorded at least seven school days before graduation. All other students must provide proof of credit prior to the start of the following school year in order to receive credit that would result in promotion to the next grade level. Reclassification is only done each year prior to the start of school except when students are classified as juniors who are enrolled in courses for the second semester that would enable them to graduate if completed successfully will be reclassified as seniors at mid-term. Students must seek prior approval from appropriate campus staff before enrolling in any of the credit recovery options.
- Students should refer to existing guidelines for details regarding Correspondence, Credit by Exam, Dual-Credit, Summer School and On-line Courses.
- Final decisions regarding placement in credit recovery rest with the campus principal.

SECONDARY LANGUAGE PROGRAMING FOR GRADES 6-12

Languages **O**ther **T**han **E**nglish





NEW to ILTexas Student Transcript Evaluation and Language Placement Policy

Placement into a language course is based on a student's home language, language credits earned in another school and/or performance on an ILTexas approved language proficiency test.

Steps to take to place a newly enrolled student into a language course

- Please review the student's transcript and withdraw paperwork before making any placement decisions
- Please reach out to the headquarters Chinese or Spanish Director if you have any questions regarding placement or testing.
- All ILTexas students will enroll in both a Chinese and Spanish course from 6-12 grade
- Decisions should be made using the following criteria

ILTexas LOTE 6-8 Spanish and Chinese PEIMS codes and Equivalence Numbers



The following are the ILTexas approved course names that will be used for scheduling and placement purposes. Each campus is to consult the following lists and the ILTexas Trilingual Trajectory:

Middle School Course Names <i>ALL Pre-AP</i>	PEIMS Code	Skyward Curriculum Key	Equivalence Number	End of Course ACTFL / TEA Proficiency Expectations	Credit s
	*HS code				
Spanish Novice A	3443000	SPANNAMS	1	NM - NH	0
Spanish Novice B	3443000	SPANNBMS	2	NH - IL	0
Spanish Intermediate A	3443000	SPANIAMS	3	IL - IM	0
Spanish Intermediate B	3443000	SPANIBMS	4	IM - IH	0
Spanish Advanced A	3440500 *	SPANAAMS	5	IH - AM	1
Spanish Advanced B	3440600 *	SPANABMS	6	AM - AH	1

Middle School Course Names <i>ALL Pre-AP</i>	PEIMS Code	Skyward Curriculum Key	Equivalence Number	End of Course ACTFL / TEA Proficiency Expectations	Credits
Chinese Novice A	3493000	CHINNA	1	NM - NH	0
Chinese Novice B	3493000	CHINNB	2	NH - IL	0
Chinese Intermediate A	3493000	CHININTA	3	IL - IM	0
Chinese Intermediate B	3493000	CHININTB	4	IM - IH	0

ILTexas LOTE 9-12 Spanish and Chinese PEIMS codes and Equivalence Numbers

The following are the ILTexas approved course names that will be used for scheduling and placement purposes. Each campus is to consult the following lists and the ILTexas Trilingual Trajectory:

High School Course Names <i>ALL Pre-AP</i>	PEIMS Code	Skyward Curriculum Key	Equivalence Number	End of Course ACTFL / TEA Proficiency Expectations	Credits
Spanish Novice A	3440100	SPANNA	1	NM - NH	1
Spanish Novice B	3440200	SPANNB	2	NH - IL	1
Spanish Intermediate A	3440300	SPANIA	3	IL - IM	1
Spanish Intermediate B	3440400	SPANIB	4	IM - IH	1
Spanish Advanced A	3440500	SPANAA	5	IH - AM	1
Spanish Advanced B	3440600	SPANAB	6	AM - AH	1
Spanish AP Language & Culture	A3440100	APSPANLA	7 – AP	AH +	1
Spanish AP Literature & Culture	A3440200	APSPANLIT	7 – AP	AH +	1
Spanish AP Literature & Culture - B	84600800	SPANLITB	7	AH +	1
The Art of Interpretation & Translation Services (Spanish)	84600100	SPANINTR	7	AH +	0.5
Career Exploration & Application of Spanish	84600300	SPANEXAP	7	AH +	0.5
Community Internship (Spanish)	84600600	SPAINTE	7	AH+	1
Independent Study (Spanish)	84600800		7		

High School Course Names <i>ALL Pre-AP</i>	PEIMS Code	Skyward Curriculum Key	Equivalence Number	End of Course ACTFL / TEA Proficiency Expectations	Credits
Chinese Novice A	3490100	CHINA	1	NM - NH	1
Chinese Novice B	3490200	CHINB	2	NH - IL	1
Chinese Intermediate A	3490300	CHIIA	3	IL - IM	1
Chinese Intermediate B	3490400	CHIIB	4	IM - IH	1
Chinese Advanced A	3490500	CHIAA	5	IH - AL	1
Chinese Advanced B	3490600	CHIAB	6	AM-AH	1
Chinese AP Language & Culture	A3490400	APCHLA	7 – AP	IH AL AM	1
The Art of Interpretation & Translation Services (Chinese)	84600200	CHINTR	7	AH +	0.5
Career Exploration & Application of Chinese	84600400	CHEXAP	7	AH +	0.5
Community Internship (Chinese)	84600500	CHIINT	7	AH+	1

ILTEXAS STUDENT GRADUATE PROFILE

Content Area	Credits	Courses
English	4	English I, II, III, IV, or approved alternate courses
Math	4	Algebra 1, Geometry, Algebra II, plus an additional math course or approved alternate courses
Science	4	Biology, Environmental Science/Scientific Research and Design, Chemistry, Physics or approved alternate courses
Social Studies	4	World Geography, World History, US History, Government/Economics
Spanish Language	4	See Trajectory Chart Above
Chinese Language	4	See Trajectory Chart Above
Physical Education	4	Physical Fitness I, II, III, IV, or approved alternate courses
Communications	N/A	Demonstrated Proficiency
Fine Arts	1	Choir, Band, Orchestra, Dance, Theater, or approved alternate courses
Additional Electives	5	Additional Math courses, Technology courses, or approved courses of the students choosing may satisfy the elective requirement.

*At Principal’s discretion, ILTexas may also honor the graduation requirements set forth by the Texas Education Agency: <http://tea.texas.gov/graduation.aspx>.

HEALTH INFORMATION

ALCOHOL-FREE SCHOOL NOTICE

In order to provide a safe and alcohol-free environment for students and employees, all alcoholic beverages are prohibited on ILTexas property at all times, and at all school-sanctioned activities occurring on or off school property. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

DRUG-FREE SCHOOL NOTICE

ILTexas believes that student use of illicit drugs is both wrong and harmful. Consequently, ILTexas prohibits the use, sale, possession, or distribution of illicit drugs by students on school premises or any school activity, regardless of its location. ILTexas also prohibits the use, sale, possession, or distribution of look-alike substances and/or synthetic substances designed to imitate the look and/or effects of illicit drugs. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

TOBACCO-FREE SCHOOL NOTICE

Smoking (including electronic cigarettes, cigars, and pipes) and using tobacco products is prohibited in school buildings, vehicles, or on or near school property, or at school-related or school-sanctioned events off school property. Students may not possess tobacco products at any of the locations or activities listed above. Student violators are subject to possible prosecution, as allowed by law, as well as the disciplinary terms of the Student Code of Conduct.

ASBESTOS MANAGEMENT PLAN

All school facilities have been inspected for asbestos by a licensed Asbestos Hazard Emergency Response Act (“AHERA”) inspector. An Asbestos Management Plan has been created for each ILTexas campus in accordance with federal regulations. Parents may view the Asbestos Management Plan by contacting the Principal. Copies of the management plan are also available at a reasonable charge.

BACTERIAL MENINGITIS INFORMATION

State law requires ILTexas to provide the following information:

What is bacterial meningitis?

Meningitis is an infection of the fluid surrounding the brain and spinal cord. It is usually caused by viruses, bacteria, parasites, and fungi. Viral meningitis is the most common and least serious. Most people completely recover from viral meningitis. Parasitic and fungal meningitis are very rare. Bacterial meningitis is very serious and may involve complicated medical treatment.

What are the symptoms of bacterial meningitis?

Someone with meningitis will become very ill but not everyone with meningitis will have the same symptoms. The illness may develop over one or two days, but it can also rapidly progress in a matter of hours. Children (over one year old) and adults with meningitis may have a severe headache, high temperature, nausea, vomiting, sensitivity to bright lights, neck stiffness or joint pain, drowsiness, or confusion. In both children and adults, there may be a rash or tiny red-purple spots that can occur on any part of the body.

How is Bacterial Meningitis diagnosed?

The diagnosis of bacterial meningitis is based on a combination of symptoms and laboratory results.

How serious is Bacterial Meningitis?

Bacterial meningitis is a very serious disease. If it is diagnosed early and treated promptly, the majority of people make a complete recovery. Even with prompt treatment, some cases may result in permanent disabilities such as loss of hearing, loss of vision, mental retardation, paralysis, or limb amputations. Bacterial meningitis can also be fatal.

How is bacterial meningitis spread?

Fortunately, none of the bacteria that cause meningitis are as contagious as diseases like the common cold or the flu, and they are not spread by casual contact or by simply breathing the air where a person with meningitis has been. The germs that cause meningitis live naturally in the back of our noses and throats, but they do not live for long outside the body. They are spread when people exchange saliva (such as by kissing, sharing drinking containers, eating utensils or cigarettes). The germ does not cause meningitis in most people. Instead, most people become carriers of the germ for days, weeks

or even months. Being a carrier helps to stimulate your body's natural defense system. The bacteria rarely overcome the body's immune system and causes meningitis or another serious illness.

How can bacterial meningitis be prevented?

Bacterial meningitis can be prevented by limiting the number of people you kiss and by not sharing food, drinks, utensils, toothbrushes, or cigarettes.

Vaccines that help prevent meningitis are required for young children, if there is a meningitis outbreak in the community, and for people traveling to foreign countries where there is a high risk of getting the disease. A vaccine that can prevent meningitis in adolescents and young adults is state mandated for students in grades 7–12 and unvaccinated first year college students ages 19–21. Administer booster dose if most recent dose given was when student was younger than age 16. The vaccine is safe and effective (85%-90%). It can cause mild side effects such as redness and discomfort at the injection site lasting up to two days

What should you do if you think you or a friend might have bacterial meningitis? You should seek prompt medical attention.

Where can you get more information?

Your family doctor and the staff at your local or regional health department office are excellent sources for information on all communicable diseases. You may also call your local health department or Regional Texas Department of Health office to ask about meningococcal vaccine. Additional information may also be found at the web sites for the Centers for Disease Control and Prevention: www.cdc.gov and the Texas Department of State Health Services: www.dshs.state.tx.us.

EMERGENCY MEDICAL TREATMENT

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, ILTexas staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an emergency care consent form. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the campus registrar to update any information.

STUDENT ILLNESS

When your child is ill, please contact ILTexas to let us know he or she will not be attending that day. Students must be fever-free without the use of fever-reducing medication and must be free of vomiting/diarrhea without the use of diarrhea suppressing medication for at least 24 hours before returning to school.

If a student becomes ill during the school day, he or she must receive permission from the teacher before reporting to the school nurse. If the nurse determines that the child should go home, the nurse will contact the parent.

DISPENSING OF PRESCRIPTION MEDICATIONS AT SCHOOL

ILTexas recognizes medication orders provided by health-care professionals (MD, DO, DDS, APN, PA, etc.) that are licensed by the State of Texas and have authority to write prescriptions.

Medication must be filled by a pharmacist licensed by the State of Texas. **In accordance with the Texas Board of Nursing’s Nurse Practice Act, ILTexas will not administer medications prescribed or filled in Mexico.**

All prescriptions MUST be in the ORIGINAL and be properly labeled container. Prescription labels must include the student's name, name of medication, date filled, dosage, how the medication is administered, time/or frequency to give the medication, and physician’s name printed on the bottle. All prescriptions shall be accompanied by a “Permission to Administer” form and signed by the parent. It must state the instructions on the prescription label and must include the parent’s daytime phone numbers. Permission forms are available through the clinic and are active for one school year. If a prescription changes, the parent/guardian must complete a new permission form.

- Parents should deliver medications to the clinic or nurse’s office for their children. Please do not send medications to school with the student.
- Paperwork must be completed and signed by the parent/guardian and prescribing physician.
- Students K-5 should NEVER have any medications in the backpacks, purses, or on themselves.
- Medication will be secured, stored and administered only in the nurse’s office.

DISPENSING OF OVER-THE-COUNTER (OTC)/NON-PRESCRIPTION MEDICATIONS AT SCHOOL

International Leadership of Texas does not provide OTC (Over-the-counter) or prescription medication for students.

Medication packaged as a physician’s sample or OTC must be provided by the parent/guardian and accompanied by a written, signed prescription by the doctor, including all information listed above. Prescription and OTC medications will only be given if the parent’s and physician’s current phone numbers are on file in the nurse’s office.

Non-prescription medication must be provided by the parent or guardian labeled with the students’ name and in the original manufacturer’s container. OTC medications will be kept in the nurse’s office ONLY if a medication administration form signed by the prescribing physician is provided.

NO aspirin will be given to students. Herbal, experimental, trial or medications not approved by the FDA will not be administered to students, unless the medication is required by the student’s Individualized Education Program (“IEP”) or Section 504 plan for a student with disabilities.

The nurse keeps no medications of any kind in stock.

Any student found taking medication or giving medication to another student will be subject to school disciplinary action per the Student Code of Conduct.

ASTHMA AND ANAPHYLAXIS MEDICATIONS

Asthma and anaphylaxis are life-threatening conditions, and students with those conditions are entitled to possess and self- administer prescription medication while on school property or at school-related events. Student possession and self- administration of asthma or anaphylaxis medication at school requires the student to demonstrate his or her ability to self- administer the medication to the student’s physician or other licensed health care provider and the school nurse, if available. Requirements also include written authorization from the student’s parent and physician or other licensed health care provider on file in the school office indicating the student is capable of independently administering his or her own asthma or emergency anaphylaxis medication.

Medication in a student's possession must be in an original container with a prescription label. Please note that most pharmacies will place a label on the inhaler device upon request.

SEVERE ALLERGIC REACTION

It is the responsibility of the parents to ensure that the nurse is aware of any student's hypersensitivities to food/environment/insects. An Allergy Action Plan is advised for any student with a known history of anaphylactic reaction and is available from the school nurse. Students requiring medication for the treatment of an allergic reaction (Examples of medication include Benadryl in a lotion or pill form, Epi-pen, or topical creams) must have a signed Allergy Action Plan and a "Permission to Administer" form on file in the nurse's clinic.

COMMUNICABLE DISEASES

To protect other students from contagious illnesses, students infected with certain diseases are not allowed to come to school while contagious. Parents of students with a communicable or contagious disease should notify the Campus Principal or designee so that other students who might have been exposed to the disease can be alerted. School authorities will report those students who are suspected of having a reportable condition. A list of reportable conditions can be found on the DSHS website: <http://www.dshs.state.tx.us/idcu/investigation/conditions/>.

Any student excluded from school attendance for reason of communicable disease may be readmitted by one or more of the following methods, as determined by the local health authority:

- Certificate of the attending physician, advanced practice nurse, or physician assistant attesting that the child does not currently have signs or symptoms of a communicable disease or to the disease's non-infectiousness in a school setting;
- Submitting a permit for readmission issued by a local health authority; or
- Meeting readmission criteria as established by the commissioner of health.

IMMUNIZATIONS

The State of Texas requires that every child in the state be immunized against vaccine preventable diseases caused by infectious agents in accordance with an established immunization schedule.

To determine the specific number of doses that are required for your student, please read "2020–2021 Texas Minimum State Vaccine Requirements for Students Grades K–12" document issued by the TDSHS. Specific immunization information is available on the TDSHS website at <http://www.dshs.texas.gov/immunize/school/>.

Proof of immunization may be personal records from a licensed physician or public health clinic with a signature or rubber- stamp validation.

Provisional Enrollment

A student can be enrolled provisionally for no more than 30 days if her or she transfers from one Texas school to another, and is awaiting the transfer or the immunization record.

A student may be enrolled provisionally if the student has an immunization record that indicates the student has received at least one dose of each specified age-appropriate required vaccine. To remain enrolled, the student must complete the required subsequent doses in each vaccine series on schedule and as rapidly as is medically feasible and provide acceptable evidence of vaccination to the school. ILTexas shall review the immunization status of a provisionally enrolled student every 30 days to ensure continued compliance in completing the required doses of vaccination. If at the end of the 30-

day period, a student has not received a subsequent dose of vaccine, then the student is not in compliance and ILTexas shall exclude the student from school attendance until the required dose is administered.

A student who is homeless, as defined by the McKinney Act (42 U.S.C. § 11302), shall be admitted temporarily for 30 days if acceptable evidence of vaccination is not available. ILTexas shall promptly refer the student to appropriate public health programs to obtain the required vaccinations.

Exclusions from Immunization Requirements

Exclusions from immunization requirements are allowable on an individual basis for medical reasons, reasons of conscience (including a religious belief), and active duty with the armed forces of the United States.

To claim exclusion for medical reasons, the student must present a statement signed by the student's physician (M.D. or D.O.), duly registered and licensed to practice medicine in the United States who has examined the student, in which it is stated that, in the physician's opinion, the vaccine required is medically contraindicated or poses a significant risk to the health and well-being of the student or any member of the student's household. Unless it is written in the statement that a lifelong condition exists, the exemption statement is valid for only one year from the date signed by the physician.

To claim an exclusion for reasons of conscience, including a religious belief, a signed Texas Department of State Health Services ("TDSHS") affidavit must be presented by the student's parent, stating that the student's parent declines vaccinations for reasons of conscience, including because of the person's religious beliefs. The affidavit will be valid for a period of two years. The form affidavit may be obtained by writing the TDSHS Immunization Branch (MC 1946), P.O. Box 149347, Austin, Texas 78714-9347, or online at <https://corequest.dshs.texas.gov/>. The form must be submitted to the Campus Principal within 90 days from the date it is notarized. If the parent is seeking an exemption for more than one student in the family, a separate form must be provided for each student. Students, who have not received the required immunizations for reasons of conscience, including religious beliefs, may be excluded from school in times of emergency or epidemic declared by the commissioner of public health.

To claim exclusion for armed forces, the student must prove that he or she is serving on active duty with the armed forces of the United States.

Immunization Records Reporting

ILTexas' record of a student's immunization history, while private in most instances, may be inspected by the Texas Education Agency, local health departments, and TDSHS and transferred to other schools associated with the transfer of the student to those schools.

STEROID NOTICE

ILTexas does not permit steroid use. A notice shall be posted in a conspicuous location in the school gym or in each other place in a building where physical education classes are conducted for 7th grade and higher.

SUPPLEMENTAL INFORMATION

LAW ENFORCEMENT AGENCIES

Questioning of Students

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the Principal will cooperate fully regarding the conditions of the interview if the questioning or interview is part of a child abuse investigation. In other circumstances:

1. The Principal or designee shall verify and record the identity of the official and request an explanation of the need to question or interview the student at school.
2. The Principal or designee ordinarily will make reasonable efforts to notify the student's parent, unless the interviewer raises what the Principal or designee considers to be a valid objection.
3. The Principal or designee ordinarily will be present during the questioning or interview, unless the interviewer raises what the Principal or designee considers to be a valid objection.

When the investigation involves allegations of child abuse, special rules apply.

Students Taken into Custody

State law requires ILTexas to permit a student to be taken into legal custody:

1. Pursuant to an order of the juvenile court;
2. Pursuant to the laws of arrest;
3. By a law enforcement officer if there is probable cause to believe the student has engaged in conduct that violates a penal law, delinquent conduct or conduct in need of supervision, or conduct that violates a condition of probation imposed by the juvenile court;
4. By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court;
5. Pursuant to a properly issued directive to apprehend; or
6. By an authorized representative of the Texas Department of Family and Protective Services ("TDFPS"), a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in Section 262.104 of the Texas Family Code relating to the student's physical health or safety.

Before a student is released to a law enforcement officer or other legally authorized person, the Principal or designee will verify the officer's identity and, to the best of his or her ability, verify the official's authority to take custody of the student.

The Principal or designee will immediately notify the Superintendent and will ordinarily attempt to notify the parent unless the officer or other authorized person raises what the Principal or designee considers to be a valid objection to notifying the parents. Because the Principal or designee does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

CHILD ABUSE REPORTING AND PROGRAMS

ILTexas provides child abuse anti-victimization programs and cooperates with official child abuse investigators as required by law. The school also provides training to its teachers and students in preventing and addressing incidents of sexual abuse and other maltreatment of children, including knowledge of likely warning signs indicating that a child may be a victim of sexual abuse or maltreatment. Assistance, interventions and counseling options are also available.

The school's administration shall cooperate with law enforcement investigations of child abuse, including investigations by the Texas Department of Protective and Family Services. School officials may not refuse to permit an investigator to interview a student who is alleged to be a victim of abuse or neglect at school. School officials may not require the investigator to permit school personnel to be present during an interview conducted at school.

Investigations at school may be conducted by authorized law enforcement or state agencies without prior notification or consent of the student's parent, if necessary.

PLAN FOR ADDRESSING SEXUAL ABUSE AND OTHER MALTREATMENT OF CHILDREN

What is Sexual Abuse of a Child?

The Texas Family Code defines "sexual abuse" as any sexual conduct harmful to a child's mental, emotional, or physical welfare as well as, in certain circumstances, failure to make a reasonable effort to prevent sexual conduct harmful to a child.

What is Other Maltreatment of a Child?

Under State law, "other maltreatment" of a child includes "abuse" or "neglect," as defined by the Texas Family Code sections 261.001 and 261.401.

Reporting Obligation

Anyone who suspects that a child has been or may be abused or neglected has a legal responsibility, under state law, for reporting the suspected abuse or neglect to law enforcement or to the Texas Department of Family and Protective Services ("DFPS"). Reports may be made by contacting one of the following:

- Texas Abuse Hotline: 1-800-252-5400 or, in non-emergency situations only; <http://www.txabusehotline.org>;
- Your local police department; or
- Call 911 for emergency situations.

ILTexas has established a plan for addressing child sexual abuse and other maltreatment of children (the "Plan"). The Plan is addressed in this section of the Handbook.

Methods for Increasing Awareness Regarding Sexual Abuse or Other Maltreatment of Children

For Staff: ILTexas annually trains staff in all content areas addressed in the Plan. Training is provided by campus staff, administrative staff, or outside agencies as determined by the campus administration.

For Students: School counseling staff will address issues to increase awareness regarding sexual abuse and other maltreatment of children and anti-victimization programs with age appropriate conversation and materials no less than once per school year. These discussions will occur in classroom group settings.

For Parents: Parents must be aware of warning signs indicating that their child may have been or is being sexually abused or otherwise maltreated. A child who has experienced sexual abuse or other maltreatment should be encouraged to seek out a trusted adult. Be aware as a parent or other trusted adult that evidence of sexual abuse or other maltreatment may be more indirect than disclosures or signs of physical abuse. It is important to remain calm and comforting if your child, or another child, confides in you. Reassure the child that he or she did the right thing in coming to you.

The fact that the abuser is a parent or other family member does not remove your obligation to protect the child. Parents who permit their child to remain in a situation where he or she may be injured or abused may also be subject to prosecution for child abuse. And, if you are frightened for your own safety or that of your child, you should call 911 or 1-800-252-5400.

Also remember that parents are legally responsible for the care of their children and must provide their children with safe and adequate food, clothing, shelter, protection, medical care and supervision, or arrange for someone else to provide these things. Failure to do so may be considered neglect.

The Principal or designee will provide information regarding counseling options available in your area for you and your child if your child is a victim of sexual abuse or other maltreatment. The DFPS also provides early abuse intervention through counseling programs. Services available in your county can be accessed at the following web address:

http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/default.asp.

These websites are also helpful:

- Texas Education Agency – Prevention of Child Abuse Overview:
 - http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/Child_Abuse_Prevention/Child_Abuse_Prevention_Overview/
- Sexual Abuse Prevention Programs:
 - <https://www.childwelfare.gov/>
- Promoting Healthy Families in Your Neighborhood:
 - <https://www.childwelfare.gov/pubPDFs/packet.pdf>
- Signs of Child Abuse:
 - <http://kidshealth.org/en/parents/child-abuse.html>
- DFPS – Prevent Child Abuse (HelpandHope.org)
 - <http://helpandhope.org>
- DFPS – How to Report Child Abuse or Neglect
 - http://www.dfps.state.tx.us/Contact_us/report_abuse.asp
- Texas Attorney General – What Can We Do About Child Abuse?
 - <https://www.texasattorneygeneral.gov/cvs/what-can-we-do-about-child-abuse>
- Texas Association for the Protection of Children
 - <http://www.texprotects.org/about/PCAT/>
- Texas Council on Family Violence – Abuse Prevention Links
 - <http://www.tcfv.org/>

Likely Warning Signs of Sexual Abuse or Other Maltreatment

Psychological and behavioral signs of possible sexual abuse or other maltreatment may include:

- Nightmares, sleep problems, extreme fears without an obvious explanation.
- Sudden or unexplained personality changes; becoming withdrawn, angry, moody, clingy, “checking out” or showing significant changes in eating habits.
- Depression or irritability.
- An older child behaving like a young child, for example, bedwetting or thumb sucking.
- Developing fear of certain places or resisting being alone with an adult or young person for unknown reasons.
- Resistance to routine bathing, toileting, or removing clothes, even in appropriate situations.

- Play, writing, drawings, or dreams of sexual or frightening images.
- Refusal to talk about a secret he or she has with an adult or older child.
- Leaving clues that seem likely to provoke a discussion about sexual issues.
- Using new or adult words for body parts.
- Engaging in adult-like sexual activities with toys, objects or other children.
- Developing special relationships with older friends that may include unexplained money, gifts, or privileges.
- Intentionally harming him or herself, for example, drug/alcohol use, cutting, burning, running away, and sexual promiscuity.
- Thinking of self or body as repulsive, dirty, or bad.
- Becoming increasingly secretive about Internet or telephone use.

Physical symptoms of possible sexual abuse or other maltreatment include:

- Stomachaches or illness, often with no identifiable reason.
- Difficulty in walking or sitting.
- Stained or bloody underwear.
- Genital or rectal pain, itching, swelling, redness, or discharge.
- Bruises or other injuries in the genital or rectal area.
- Unexplained soreness, pain or bruises around mouth, sexually transmitted disease, or pregnancy.

Any one sign does not necessarily mean that a child has been sexually abused or maltreated, but the presence of several signs is the time you should begin asking questions and seeking help. Often signs first emerge at other times of stress, such as during a divorce, death of a family member or pet, problems at school or with friends, or other traumatic or anxiety- inducing events.

Actions That a Child Who Is a Victim of Sexual Abuse or Other Maltreatment Should Take

During student awareness sessions concerning sexual abuse and other maltreatment issues, students will be encouraged to tell a trusted adult in a private and confidential conversation if they have been a victim of sexual abuse or other maltreatment or have been in situations that make them feel uncomfortable in any way. School employees are trained to take appropriate actions to help the child obtain assistance and to follow proper reporting procedures. Older students will also be provided with local crisis hotline numbers to obtain assistance.

Available Counseling Options

A list of counseling providers can be found at:

- http://www.dfps.state.tx.us/Prevention_and_Early_Intervention/Programs_Available_In_Your_County/

FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

Statement of Nondiscrimination

ILTexas prohibits discrimination, including harassment, against any student on the basis of race, color, religions, gender or sex, national origin, disability, age, or any other basis prohibited by law. ILTexas also prohibits dating violence, as defined by this Handbook. Retaliation against anyone involved in the complaint process is a violation of school policy.

Discrimination

For purposes of this Handbook, discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, gender or sex, national origin, disability, age, or any other basis prohibited by law and that adversely affects the student.

Prohibited Harassment

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, gender or sex, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

- Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening or intimidating conduct; offensive jokes; name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

Sexual Harassment and Gender-Related Harassment

In compliance with the requirements of Title IX, ILTexas does not discriminate on the basis of sex in its educational programs or activities. Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

- Affects the student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
- Otherwise adversely affects the student's educational opportunities.

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

ILTexas also does not tolerate sexual harassment of a student by school employees. Romantic or inappropriate social relationships between students and school employees are prohibited. Any sexual relationship between a student and a school employee is always prohibited, even if consensual.

Sexual harassment of a student by a school employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

- A school employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
- The conduct is so severe, persistent, or pervasive that it:

- Affects the student’s ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student’s educational opportunities; or
- Creates an intimidating, threatening, hostile, or abusive educational environment.

Gender-based harassment includes harassment based on a student’s gender, expression by the student of stereotypical characteristics associated with the student’s gender, or the student’s failure to conform to stereotypical behavior related to gender.

Examples of gender-based harassment directed against a student, regardless of the student’s or the harasser’s actual or perceived sexual orientation or gender identity, may include, but not be limited to, offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other partner. Examples of dating violence against a student may include physical or sexual assaults, name-calling, put-downs, threats to hurt the student or the student’s family members or members of the student’s household, destroying property belonging to the student, threats to commit suicide or homicide if the student ends the relationship, attempts to isolate the student from friends and family, stalking, or encouraging others to engaged in these behaviors.

For purposes of this Handbook, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

- Affects the student’s ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
- Has the purpose or effect of substantially or unreasonably interfering with the student’s academic performance; or
- Otherwise adversely affects the student’s educational opportunities.

Retaliation

ILTexas prohibits retaliation against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report, serves as a witness, or otherwise participates in an investigation. Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a school investigation regarding discrimination or harassment is subject to appropriate discipline.

Reporting Procedures

Any student who believes that he or she has experienced prohibited discrimination, harassment, or retaliation (“prohibited conduct”) or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, counselor, the Campus Principal, or the designated Compliance Coordinator. Any school employee who receives a report of prohibited conduct must immediately relay the report to the Campus Principal.

Upon receipt of a report of prohibited conduct, the Campus Principal will immediately notify the appropriate Compliance Coordinator designated to investigate the complaint, as follows:

1. Reports of prohibited conduct based on sex, including sexual harassment will be directed to the local Title IX Coordinator: Victor Cathey.
2. Reports of prohibited conduct based on age will be directed to the Chief Legal Officer.
3. Reports of prohibited conduct based on disability will be directed to the ADA/Section 504 Coordinator: Shannon Urbina, Executive Director of Special Populations.
4. A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports of prohibited conduct against a Campus Principal should be submitted to the designated Compliance Coordinator. Reports against a Compliance Coordinator may be directed to the CEO.

Investigation of Complaints

Students and parents are encouraged to report potential prohibited conduct as soon as possible, so that the school may conduct a thorough and efficient investigation. After receiving a complaint of potential prohibited conduct, the school may, but need not, require the student to prepare a written report. Oral complaints will be reduced to written form. When appropriate, the school may take interim action to avoid additional opportunities for discrimination, harassment, or retaliation.

Upon receipt of a complaint, the Compliance Coordinator or designee shall promptly authorize and undertake an investigation. Following completion of the investigation, the Compliance Coordinator or designee will prepare a written decision regarding the complaint, including a determination of whether prohibited discrimination or harassment occurred.

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and any others with knowledge of the circumstances surrounding the allegations. If the results of the investigation establish that prohibited conduct occurred, the school shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the prohibited conduct and prevent its recurrence. The school may take disciplinary action based on the results of an investigation, even if the school concludes that the conduct did not rise to the level of prohibited conduct prohibited by law or policy.

Confidentiality

To the greatest extent possible, ILTexas will respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the process set forth in the “Parent and Student Complaints and Grievances” process beginning on page 44 of this handbook. The student and/or parent shall also be informed of his or her right to file a complaint with the United States Department of Education, Office for Civil Rights.

FREEDOM FROM BULLYING AND CYBER-BULLYING

ILTexas prohibits bullying as defined by this section, as well as retaliation against anyone involved in the complaint process. Bullying means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that:

- Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable harm to the student’s person or of damage to the student’s property;
- Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating,

- threatening, or abusive educational environment for a student; or
- Materially and substantially disrupts the educational process or the orderly operation of a classroom or the School; or
- Infringes on the rights of the victim at school.

Cyberbullying means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

The school's bullying policy applies to:

- Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
- Bullying that occurs on a publicly or privately-owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
- Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - Interferes with a student's educational opportunities; or
 - Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Reporting Procedures

Any student who believes that he or she has experienced any form of bullying or believes that another student has experienced bullying should immediately report the alleged acts to the Principal or designee, a teacher, counselor, or other school employee. A report may be made orally or in writing, and may be submitted anonymously. Any school employee who receives notice that a student has or may have experienced bullying shall immediately notify the Principal or designee. The Principal or designee will notify the victim, the student who engaged in bullying, and any student witnesses of available counseling options.

The Principal or designee shall provide notice of incident of alleged bullying to:

- A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
- A parent or guardian of the alleged bully within a reasonable amount of time after the incident.

Investigation of Report

The Principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited harassment and, if so, proceed under that policy instead. The Principal or designee shall conduct an appropriate investigation based on the allegations in the report, and shall take prompt interim action calculated to prevent bullying during the course of an investigation, if appropriate.

The Principal or designee shall prepare a written report of the investigation, including a determination of whether bullying occurred. If the results of an investigation indicated that bullying occurred, the school shall promptly respond by taking appropriate disciplinary or corrective action reasonably calculated to address the conduct in accordance with the Student Code of Conduct.

ILTexas may take action based on the results of an investigation, even if the school concludes that the conduct did not rise to the level of bullying under this policy.

Discipline for bullying of a student with disabilities shall comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 *et seq.*). ILTexas may not impose discipline on a student who, after an investigation, is found to be a victim of bullying, based on that student's use of reasonable self-defense in response to the bullying.

The Principal, or the Principal's designee, may make a report to the police department of the municipality in which the school is located or, if the school is not in a municipality, the sheriff of the county in which the school is located if, after an investigation is completed, the Principal or designee has reasonable grounds to believe that a student engaged in conduct that constitutes an offense under Section 22.01 (Assault) or 42.07(a)(7) (Harassment), Texas Penal Code.

Confidentiality

To the greatest extent possible, ILTexas shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary to conduct a thorough investigation.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through the ILTexas grievance procedure.

STATE-MANDATED SCHOOL HEALTH SCREENING PROGRAM

Students are screened according to the Texas Board of Education Rules and the school health programs mandated by the Texas Department of State Health Services.

Dyslexia and Related Disorders

From time to time, students may be tested and, where appropriate, treated for dyslexia and related disorders in accordance with programs, rules, and standards approved by the state. The program approved by the state must include screening at the end of the school year of each student in kindergarten and each student in the first grade. Parents will be notified should ILTexas determine a need to identify or assess a student for dyslexia and related disorders.

Fitness Testing

According to requirements under state law, ILTexas will annually assess the physical fitness of students. ILTexas is not required to assess a student for whom, as a result of disability or other condition identified by rule or law, the assessment exam is inappropriate.

Screening for COVID-19 and Other Infectious Diseases

ILTexas will implement screening for COVID-19 and other infectious diseases as directed by CDC, the Texas DSHS, and the State of Texas.

Vision and Hearing Screening

All children enrolled in Texas schools must be screened for possible vision and hearing problems in accordance with regulations issued by the Texas Department of State Health Services. Students in certain grade levels identified by state regulations shall be screened for vision and hearing problems annually. A student may be screened using photoscreening to detect vision disorders.

Screening records for individual students may be inspected by the TDSHS or a local health department, and may be transferred to another school without parental consent.

Exemption: A student is exempt from screening requirements if screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or a member. To qualify for the exemption, the individual or, if the individual is a minor, the minor's parent, managing conservator, or guardian, must submit to the Campus Principal or designee on or before the day of admission an affidavit stating the objections to screening.

Spinal Screening

Certain students must be screened at various times set by law for abnormal spinal curvature before the end of the school year. The screening requirement for students may be met if the child has been screened for spinal deformities during the previous year.

A parent who declines participation in the spinal screening provided by ILTexas must submit to the Superintendent or designee documentation of a professional examination which includes the results of a forward-bend test. This documentation must be submitted to ILTexas during the year the student is scheduled for screening or, if the professional exam is obtained during the following summer, at the beginning of the following school year.

Exemption: A student is exempt from screening if the screening conflicts with the tenets and practices of a recognized church or religious denomination of which the individual is an adherent or member. To qualify for the exemption, the student's parent, managing conservator, or guardian must submit to the Superintendent or designee on or before the day of the screening procedure an affidavit stating the objections to screening.

Texas Risk Assessment for Type II Diabetes

All first, third, fifth, and eighth grade students will be screened for a skin marker that may indicate high levels of insulin in the blood which results from insulin resistance. If the screening reveals abnormal results, the parent/guardian is notified through the referral process.

Referrals

Referrals should be returned to the school nurse as soon as possible after a specialist is seen. When referrals are not returned to the campus, the school nurse follows up with parents/guardians to determine whether or not the student was seen and treated. The State of Texas requires each school district to report screening results at the end of each school year.

For questions regarding any of the above health policies, please refer to your campus Nurse.

PARENT INVOLVEMENT AND PARENT-TEACHER ORGANIZATIONS

ENGAGING OUR PARENTS

ILTexas believes in the importance of partnerships that support education. We believe that parents are an essential partner in the education of students, and over 30 years of research supports this belief. We know that a parent is a child's first and most important teacher, and a great deal of learning occurs before children begin school. We rely on the guidance parents provide their children and the insights they provide us as educators.

Parental involvement in education is necessary in order to create a stronger, safer, and more enriching future for our ILTexas students.

We invite you to help us help your child by practicing some of these basic standards of good parenting:

• Read together	• Monitor and limit the use of electronics
• Establish a daily family routine	• Schedule and keep daily homework time
• Monitor out-of-school activities	• Talk regularly with your children and listen to what they have to say
• Communicate positive values: respect, hard work, and responsibility	• Express high expectations and offer praise and encouragement for achievement

Furthermore, you are highly encouraged to join your campus Parent Teacher Organization (PTO). The PTO is an essential part of ILTexas. Campus PTOs work hard at enriching our students' education and building stronger bonds between the campus and the home. Although the PTO works very closely with the campus and campus principal, it is a separate entity. Campuses will have a wall mounted locked box in the reception area and cafeteria, where parents or students can make their PTO deposits (to which only the PTO will have a key).

COMMUNICATION

A healthy school environment requires ample and appropriate communication between all members of the school community. Communication requires regularly scheduled progress conferences, reports, and timely responses to other issues that arise. If you feel this is not occurring, please contact your student's teacher first, then the appropriate school Administrator. Appropriate communication is respectful of the time, opinions, and feelings of others. It is directed toward the person charged with solving the problem or knowing the answer to the question. To help you determine who the appropriate individual is with ownership of an issue, please consult the school's directory.

ILTEXAS.ORG

The ILTexas website is a primary source of communication for our parent community. All families are encouraged to regularly view the website for updated information. Please make the website one of your "favorites." All important information is posted on the front page of the website.

PARENT/TEACHER CONFERENCES

Parents will be actively involved in their child's education. They will have scheduled meetings with their child and teacher periodically during the year to review goals and progress. Methods in which the child can be supported outside of school in order to expand on the learning occurring at school will be discussed. Parents will want to participate in the demonstration and presentation nights. They are encouraged to share their knowledge, talents and interests/expertise with students in large and small groups or with students working on individual projects.

PARENT VOLUNTEERS (VOLUNTEERS IN PUBLIC SCHOOLS - VIPS)

The International Leadership of Texas volunteer program, Volunteers in Public Schools (VIPS), consists of all people who donate their time and talents to assist our schools in enriching the learning environment. Everyone who volunteers in our schools is a VIPS volunteer. Some of the volunteers are mentors, tutors, business partners, PTO members, booster club backers, Campus Improvement

Committee (CIC) participants, and homeroom parents. All campuses will have a Volunteer Coordinator working with the VIPS program. The Volunteer Coordinator will assist the school in meeting the educational needs of the students by matching the volunteers' abilities/preferences to those needs.

Strong parental involvement is a key component of any successful school. Parents, as well as relatives and friends, are encouraged to participate in a wide variety of volunteer opportunities available through the campus Parent Teacher Organization (PTO). The PTO aims to:

- Facilitate communication between the school and parents as well as between parents
- Provide essential support to the school and its staff
- Promote age appropriate social activities for students
- Foster a sense of inclusion and community within our school family

VOLUNTEER BACKGROUND CHECKS

All volunteers who will be working in the school or around students must consent to a background check, which will be conducted by the school headquarters. Volunteer Background Checks are completed entirely electronically and must be completed every school year. See our volunteer link: <https://www.iltexas.org/volunteer>

VISITOR POLICY

Everyone coming to ILTexas must first check in with the receptionist. Visitors, parents, guests, and service workers will be given a visitor's pass to wear and will be checked in via the Raptor system. School visitations are not permitted during school hours without prior approval from the Campus Principal. Parents may not visit students in classrooms without an escort and may not visit teachers unannounced. If you wish to speak with your child's teacher, please make an appointment with the office manager or by emailing with the teacher. We would like to be considerate of our teachers; therefore; please allow 24-hour notice. Please also see Lunch Visitation.

DISRUPTIONS

In order to protect student safety and sustain an educational program free from disruption, state law permits ILTexas to take action against any person – student or nonstudent – who:

- Disrupts classes while on school property or on public property that is within 500 feet of school property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; entering a classroom without authorization; and disrupting the activity with profane language or any misconduct.
- Interferes with an authorized activity by seizing control of all or part of a building.
- Interferes with the movement of people at an exit or an entrance to school property.
- Interferes with the movement of people in an exit, an entrance, or a hallway of a school building without authorization from an administrator.
- Interferes with the transportation of students in school vehicles.
- Uses force, violence, or threats in an attempt to prevent participation in an authorized assembly.
- Uses force, violence, or threats in an attempt to prevent people from entering or leaving school property without authorization from an administrator.
- Uses force, violence, or threats to cause disruption during an assembly.

VISITOR SCREENING

ILTexas uses Raptor Technologies visitor registry program to screen and identify those individuals who are listed as Registered Sexual Offenders who might try to enter the School. Upon entering the school, a visitor will present a valid state or government issued photo identification card (usually a person's driver license) to the front desk attendant and it will be scanned into the Raptor system. Once completed, a visitor's badge will be issued with the person's name and photo, the day's date,

the time, and the destination within the building for the visit. When the visitor leaves the building, an entry will be made that the person has left the building. If you have any questions about the screening system, please contact the school Principal.

RETURNED CHECKS

In the event the bank returns a check for non-sufficient funds, repayment must be made by money order or cash and will include a \$30.00 returned item-handling fee to cover bank charges. By submitting payment by check, you agree to this policy as allowed by law. A student may be restricted from extracurricular activities and records will be held until full payment is received. After three occurrences of returned checks from one family, all future fees must be paid by money order, cashier's check or cash. When paying by cash, always request a receipt.

FINANCIAL NEED

Any family in need of financial assistance with school fees of any kind should contact the Campus Principal.

SCHOOL PROPERTY

TECHNOLOGY, TEXTBOOKS AND LIBRARY BOOKS

ILTexas is committed to preparing students to be highly successful citizens in a global economy and have developed a technology program for one-to-one computing for all students. This program will immerse our students into a technology- rich learning environment to prepare for the workplace and life. ILTexas will issue electronic chromebooks to students in grades 4-12, and they are considered property of ILTexas. ILTexas will charge an annual use and maintenance fee, as described in the "Chromebook Use Agreement" distributed to each student and parent. ILTexas may waive or decrease the fee for educationally disadvantaged students. As long as the student is enrolled in ILTexas schools, the student management system will remain on the device.

State-approved textbooks and additional curriculum materials are provided free of charge for each subject or class, except for dual credit courses. Materials must be used by the students as directed by the teacher, and treated with care. A student who is issued damaged materials should report the damage to the teacher. Students must also take proper care of library books. Students will be required to pay a fine for lost, damaged, or overdue materials.

Students must return all textbooks and supplemental materials to the teacher at the end of the school year or when the student withdraws from school. Any student failing to return issued materials in an acceptable condition loses the right to free textbooks and educational materials until the student and/or parent pay for the damages. However, a student will be provided textbooks and educational materials for use during the school day. ILTexas may reduce or waive the payment requirement if the student is from a low-income family. Release of student records, including official transcripts, will be delayed pending payment for lost or severely damaged textbooks.

ILTEXAS ACCEPTABLE USE POLICY (AUP)

Introduction

ILTexas provides students and employees with extensive technology resources, including computing facilities, local area networks, Internet access, and email addresses. Our goal is to promote educational excellence by facilitating resource sharing, innovation and communication within our own community and the world. As a member of the ILTexas community, I agree to follow School rules and commit to the School's values. We must all agree to support the needs of the School community even if they may conflict with one's personal desires.

ILTexas Technology Ownership

- ILTexas owns all systems, software, and email addresses. Content created with the School's technology tools and saved on the School network is the property of the School.
- Computer resources at ILTexas are a limited resource and are reserved for educational and school-related business.
- If I leave the School community, I may take copies of anything I have created. However, this content can continue to be used by the School for educational purposes.

My Use of School Computing Resources

- I will help to create a positive atmosphere by allowing those engaged in academic work priority use of the computers.
- I will respect the work and the privacy of others throughout the International Leadership of Texas Education network.
- I will use my applications, email accounts, and International Leadership of Texas Education network space appropriately for school-related activities.
- I will not intentionally save or install files and/or software on School equipment without the authorization of a teacher or the network administrators.
- I will not use ILTexas technology resources for commercial activity, for seeking monetary gain, or for political purposes.

System Security

- I will log on to the network utilizing the ILTexas issued device only as myself while at school and at home for any and all instructional purposes.
- I am responsible for my individual account and will take all reasonable precautions to prevent others from being able to use my account.
- I will immediately notify a faculty or staff member if I have identified a possible security problem or my account has been compromised.
- I will not intentionally introduce a virus or other harmful code anywhere on the ILTexas network, and I will make an effort to keep my home computer free from viruses and other destructive materials. If my files are accidentally infected, I will seek help from a member of the technology staff.
- I know that any electronic devices brought on this campus are subject to search without notice or warning should a school administrator deem it necessary. I will refrain from using any device or software that masks my use of school resources. This includes but is not limited to anonymizers and any application or hardware device that circumvents network security, logging, or tracking procedures such as incognito mode.
- Content about ILTexas anywhere on the World Wide Web should observe all aspects of the School's Acceptable Use Policy.
- Official School files or documents are not to be posted on non-ILTexas sites.

- Individuals who post content on World Wide Web sites away from ILTexas should not present content as if it represents any official views of ILTexas.
- The official ILTexas website represents the School. No representation of ILTexas should be made on any other website.

Intellectual Property and Privacy

- I will not copy or transfer any copyrighted software to or from computers on the ILTexas network without the permission of the technology staff in my building. This includes but is not limited to web browsers, MP3 players, and games.
- I will not plagiarize words or phrases that I find in books, on the Internet, on CD-ROMs, or on other online resources.
- I will respect the rights of copyright owners, including those who have created music, images, video, software, etc.
- I should have no expectation of privacy when I use on-line resources since materials are owned by the site and can be redistributed without an author's permission. I should check each site's privacy and security policies carefully before posting or adding content I may not wish viewed by others presently or in the future.
- I will not repost a message sent to me privately without the permission of the person who sent the message.
- I will not post private or false information about another person.

Inappropriate Language and Harassment

- I will not display, access, send or store any offensive, inappropriate, or pornographic messages or images.
- I will not use obscene, profane, lewd, vulgar, rude, inflammatory, threatening, or disrespectful language on any and all uses of computers at ILTexas, whether in public or private messages or the classroom/virtual classroom.
- I will not post information that could cause danger or disruption or engage in personal attacks, including prejudicial or discriminatory attacks and cyberbullying.

I understand the following:

- I continuously represent ILTexas whenever and wherever I use school computing resources, even if I am using these resources away from or outside of the School's network.
- I may be held responsible for any online behavior or content that connects me to the School or implicates the School in that behavior.
- If I knowingly enable others to violate these rules, I may lose my School network, e-mail, or World Wide Web access.
- ILTexas has software and systems in place that monitors and records all activities and traffic on the School computing resources. I should expect only limited privacy in the contents of my personal files on the School network.
- Tampering with ILTexas technology tools or another person's work is unacceptable, and I could lose all rights to use computers at the School, including my user account and network access.
- Violations of the ILTexas policy including social media policy and AUP are subject to disciplinary action ranging from loss of computing privileges up to and including suspension and/or expulsion (or termination for employees).
- ILTexas makes no guarantee that the services provided will be error-free or without defect. The School will not be responsible for any damage suffered including, but not limited to, loss of data or disruption of service.

**ILTEXAS ACCEPTABLE USE POLICY (AUP) PARENT PERMISSION
FORM AND USER AGREEMENT**

I have read and understand, explained and discussed the Acceptable Use Policy to my student. I further understand should a violation of the AUP occur, access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

Student's Name (PLEASE PRINT): _____

Student Signature: _____

Date: _____

(If the student is under the age of 18, a parent or guardian must also read and sign this agreement.)

As the parent or guardian of this student, I have read the ILTexas Acceptable Use Policy. I understand that this access is designed for educational purposes. ILTexas has taken precautions to eliminate controversial material. However, I also recognize it is impossible for ILTexas to restrict access to all controversial materials and I will not hold ILTexas responsible for materials transmitted on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Parent/Guardian's Name (PLEASE PRINT): _____

Parent/Guardian's Signature: _____

Date: _____

Note: This form is included as part of the Year to Year registration process via Skyward. You only need to complete the electronic form; there is no need to print/return this form.



Student Violence Threat Risk Assessment (VTRA) FAIR NOTICE FOR PARENT COMMUNITY



What is a threat?

- An expression of intent to do harm or act out violently against someone or something.
- May be verbal, written, drawn, posted on the Internet or made by gesture.

Duty to Report

To keep school communities safe and caring, staff, parents/guardians/caregivers, students and community members must report all threat-related behaviors to the school principal.

What is the purpose of a student threat assessment?

The purposes of a student threat assessment are:

- to ensure and promote the emotional and physical safety of students, staff, parents, the student making the threat, and others;
- to ensure a full understanding of the context of the threat.
- to understand the factors contributing to the threat maker's behavior;
- to be proactive in developing an intervention plan that addresses the emotional and physical safety of the threat maker; and,
- to promote the emotional and physical safety of all.

What behaviors warrant a Student Violence Threat Risk Assessment to be initiated?

A student threat assessment will be initiated for behaviors including, but are not limited to:

- serious violence or violence with intent to harm or kill;
- verbal/written threats to harm/kill others (clear, direct, and plausible);
- online threats to harm/kill others;
- possession of weapons (including replicas)
- bomb threats (making and/or detonating explosive devices);
- fire starting;
- sexual intimidation or assault; and,
- gang related intimidation and violence.

Collection Notice

IL Texas is subject to personal information privacy laws, and will undertake the collection of this information in compliance with the requirements of such laws, including by limiting collection to information that is relevant and necessary to address a risk or threat and by ensuring that information is collected from online source is only obtained from open source sites. ILTexas will not collect information as part of a threat assessment unless there is reason to believe that a risk exists. Information collected as part of a threat assessment may be provided to law enforcement authorities in appropriate circumstances.

What Parents and Students Need to Know

- Any threat must be reported to the school principal
- Investigations may involve the school counselor, the police or other community agencies
- Investigations may involve locker or personal property searches
- Interviews will be held with the threat maker and other students or adults who may have information about the threat
- Parents of students who are directly involved will be notified
- Threatening behavior may result in disciplinary action
- an intervention plan may be developed for the student making the threat and a support plan developed for any individuals targeted by threats

ESPECIALLY FOR PARENTS

SURVEYS AND ACTIVITIES

Students will not be required to participate without parental consent in any survey, analysis, or evaluation – funded in whole or in part by the U.S. Department of Education – that concerns:

1. Political affiliations or beliefs of the student or the student’s parent;
2. Mental or psychological problems of the student or the student’s family;
3. Sexual behavior or attitudes;
4. Illegal, antisocial, self-incriminating or demeaning behavior;
5. Critical appraisals of individuals with whom the student has close family relationship;
6. Relationships privileged under law, such as relationships with lawyers, physicians and ministers;
7. Religious practices, affiliations, or beliefs of the student or parents; or
8. Income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

“OPTING OUT” OF SURVEYS AND ACTIVITIES

Parents have the right to receive notice of and deny permission for their student’s participation in:

1. Any survey concerning the private information listed above, regardless of funding;
2. School activities involving the collection, disclosure, or use of personal information gathered from their student for the purpose of marketing or selling that information;
3. A non-emergency, invasive physical examination, or screening required as a condition of attendance, administered and scheduled by ILTexas in advance and not necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam of screening permitted or required under state law.)

ANNUAL NOTICE OF PARENT AND STUDENT RIGHTS (Annual Ferpa Confidentiality Notice)

The Family Education Rights and Privacy Act (“FERPA”) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student’s educational records. These rights include the following:

The Right to Inspect and Review

Parents and/or eligible students have the right to inspect and review the student’s educational records within 45 days of the day the school receives an access. Parents or eligible students should submit to the Principal or designee a written request that identifies the record(s) they wish to inspect. ILTexas will make arrangements for access and notify the parent or eligible student for the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student's educational records, ILTexas shall provide the parent or eligible student with a copy of the records requested to make arrangements for the parent or eligible student to inspect and review the requested records.

If the student's educational records contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student's Educational Records

Parents or eligible students may ask ILTexas to amend a record that they believe is inaccurate, misleading, or in violation of the student's privacy rights. Parents or eligible students should submit to the Campus Director/Principal or designee a written request that clearly identifies the part of the record they want changed, and specifies why it is inaccurate, misleading, or in violation of the student's privacy rights. ILTexas will decide whether to amend the record as requested within a reasonable time after receiving the request. If ILTexas decides not to amend the record as requested by the parent of eligible student, the School will notify the parent of eligible student of the decision and advise them to their right to a hearing to challenge the content of the student's education records on the grounds that the information contained in the educational records is inaccurate, misleading, or in violation of the student's privacy rights.

If, as a result of the hearing, ILTexas decides that the information in the educational record is not inaccurate, misleading, or in violation of the student's privacy rights, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of ILTexas. If the school places an amended statement in the student's educational records, ILTexas is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents and/or eligible students have the right to consent to disclosures of personally identifiable information contained in the student's educational records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interest. A "school official" is a person employed by ILTexas as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the Board of Directors; a person or company with whom ILTexas has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

Upon request, ILTexas discloses educational records without consent to officials of another school in which a student seeks or intends to enroll or is already enrolled, so long as the disclosure is for purposes related to the student's enrollment or transfer.

The Right to File a Complaint

Parents and/or eligible students have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education ("Office") concerning alleged failures by

ILTexas to comply with the requirements of FERPA. These complaints should be addressed as follow:

Family Policy Compliance Office

U.S. Department of Education 400 Maryland Avenue, SW. Washington, D.C. 20202

Access to Medical Records

Parents are entitled to access their student's medical records.

Notice for Directory Information

Under FERPA, ILTexas must, with certain exceptions, obtain written consent prior to the disclosure of personally identifiable information from a student's education records. However, ILTexas may disclose appropriately designated "directory information" without written consent, unless a parent or eligible student has advised ILTexas, in writing, to the contrary. The primary purpose of directory information is to allow the School to include this type of information from a student's education records in certain school publications.

ILTexas has designated the following categories of information as directory information for the purpose of disclosure relating to school-related purposes:

- Student name;
- Address;
- Telephone listing;
- Electronic mail address;
- Photographs (including video image);
- Date and place of birth;
- Major field of study
- Degrees, honors, and awards received;
- Dates of attendance;
- Grade level;
- Most recent educational institution attended;
- Participation in officially recognized activities and sports; and
- Weight and height of members of athletic teams.

School-related purposes are those events/activities that ILTexas conducts and/or sponsors to support the School's educational mission. Examples include, but are not limited to:

- Extracurricular programs or events (school plays, concerns, athletic events, graduation ceremonies, etc.).
- Publications (newsletters, yearbook, etc.).
- Honor roll and other student recognition lists.
- Marketing materials of ILTexas (print media, website, videos, newspaper, etc.).
-

ILTexas has designated the following categories of information as directory information for purposes of disclosure to military recruiters and institutions of higher education, but only for secondary students:

- Student's name, address, and telephone number.

ILTexas shall not release directory information except for the purposes indicated above, namely, disclosure relating to school-sponsored/school-affiliated purposes or for the purposes of disclosure to military recruiters and institutions of higher education for secondary students.

A PARENT OR ELIGIBLE STUDENT MAY OPT OUT OF THE RELEASE OF DIRECTORY INFORMATION FOR EITHER OR BOTH OF THESE PURPOSES BY SUBMITTING A WRITTEN OBJECTION TO THE SCHOOL OFFICE WITHIN 15 DAYS AFTER RECEIVING THIS "NOTICE OF PARENT AND STUDENT RIGHTS (ANNUAL FERPA CONFIDENTIALITY NOTICE)."

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT: DIRECTORY INFORMATION OPT OUT FORM

“Directory Information” means information contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. The law permits ILTexas to designate certain personal information as “directory information,” which may be released to anyone who follows procedures for requesting it as proscribed in school policy.

To prohibit ILTexas from releasing your student’s directory information, you must circle NO adjacent to the appropriate statement(s) below, sign the form, and return it to your student’s school. **Completion of this form is optional. However, if you do not circle NO or return this form, directory information about your student may be released** in accordance with ILTexas policy.

If you have more than one student enrolled, you must complete a separate for each student.

PLEASE CIRCLE YES OR NO
For all students:

YES	NO	I give permission for my student’s name and photograph to be included in the ILTexas yearbook.
YES	NO	I give permission for my student to be videoed, photographed, or interviewed at school by local media or ILTexas personnel for use in educational purposes.
YES	NO	I give permission for my student’s artwork, projects, photographs, etc. to be used or displayed in any ILTexas communication devices. Examples include media coverage, printed materials, marketing, and websites.

For secondary students only:

YES	NO	I give permission to release my student’s directory information to institutions of higher education .
YES	NO	I give permission to release my student’s directory information to military recruiters .

 PRINT Student’s Full Legal Name

 Student’s Date of Birth

 PRINT Parent/Guardian Full Legal Name
 or Eligible Student Full Legal Name

 Parent/Guardian Signature
 or Eligible Student Signature

Date: _____

Note: This form is included as part of the Year to Year registration process via Skyward. You only need to complete the electronic form; there is no need to print/return this form.

INTERNATIONAL LEADERSHIP OF TEXAS
USE OF STUDENT WORK
IN SCHOOL PUBLICATIONS

Occasionally, ILTexas wishes to display or publish student artwork, photos taken by the student, or other original work on the school's website, a website affiliated or sponsored by the school (such as a classroom website), and in school publications. ILTexas agrees to use these student projects in this manner.

**Parents: Please complete if you are opting out of
use of student work in school publications:**

I, parent of _____ (student's name), **do not give** ILTexas permission to use my child's artwork, photos, or other original work in the manner described above.

Parent Signature: _____

Date: ____

Note: This form is included as part of the Year to Year registration process via Skyward. You only need to complete the electronic form; there is no need to print/return this form.

INTERNATIONAL LEADERSHIP OF TEXAS ELECTRONIC COMMUNICATION DEVICE COMMITMENT FORM

Electronic communications at school and at school-related functions are subject to regulation by ILTexas.

This Electronic Communication Device Commitment Form grants authority and permission to ILTexas to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school related functions and events. Such communication devices include but are not limited to cellular phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law and school policies, and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices, which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities are required to sign this form together with their parent, guardian or other adult person having the authority of a parent for school purposes.

Each of you, by your signature below, agrees to the following:

- The possession and use of cellular phones, PDAs, smart watches, wireless speakers/earbuds, and other electronic communication devices by a student on school property or at school-related events is subject to regulation by ILTexas.
- If a student possesses such devices on school property or while attending school-related events, ILTexas is authorized and has my full consent to confiscate, power on or off, manipulate and do all things necessary to search my device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy or regulation.
- I further understand, agree and consent that an electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy or regulation is subject to confiscation and that ILTexas is not liable for any loss of or damage to confiscated devices.

SIGNATURE LINES AND DATES

Student Name (printed): _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Note: This form is included as part of the Year to Year registration process via Skyward. You only need to complete the electronic form; there is no need to print/return this form.

ILTexas Physician's Diet Modification Form

(to be returned to the school nurse and forwarded to Nutrition cashier)

PART 1 OF 2: STUDENT AND PARENT IDENTIFICATION

Student's Name: _____ **Student ID#:** _____ **DOB:** _____

Parent/Guardian's Name: _____ **Telephone:** _____

*As the parent/guardian, I give permission of The International Leadership of Texas to contact the Physician's office noted below regarding my child's dietary needs. **

** (Parent Signature)*

Date

COMPLETE PART 2, NEXT PAGE

The U.S. Department of Agriculture School Meals Program requires that all questions be answered in order for any dietary modification or substitution to be made in school meals. This form must be signed by a licensed physician.

IL Texas Physician's Diet Modification Form

(to be returned to the school nurse and forwarded to Nutrition cashier)

PART 2 OF 2: PHYSICIAN'S STATEMENT (COMPLETE PART 1 ON PREVIOUS PAGE)

I, _____, (Physician) declare the child listed above to possess either a life-threatening food allergy or disability:

LIFE THREATENING FOOD ALLERGY: OMIT THESE FOODS (circle all that apply):

Fluid Milk Peanuts Tree Nuts Eggs Shellfish Wheat Soy Other:

DISABLING DIAGNOSIS REQUIRING DIETARY MODIFICATION (please describe):

1. Can the student consume foods where the allergen is an ingredient in the food product?
Yes No

Explain (Example: Any foods that contain eggs or milk are unacceptable):

2. Explanation of why this disability restricts diet:

3. Major life activities affected by the life threatening food allergy or disability (check all that apply):
__Eating __Caring for self __Performing manual tasks __Walking
__Seeing __Hearing __Breathing __Learning

4. Foods to substitute (substitutions, if any, must be noted below):

Physician's Signature: _____ **Date:** _____

Clinic/Facility Name: _____ **Phone Number:** _____



International Leadership of Texas

Notice of Complaint /Formal Grievance

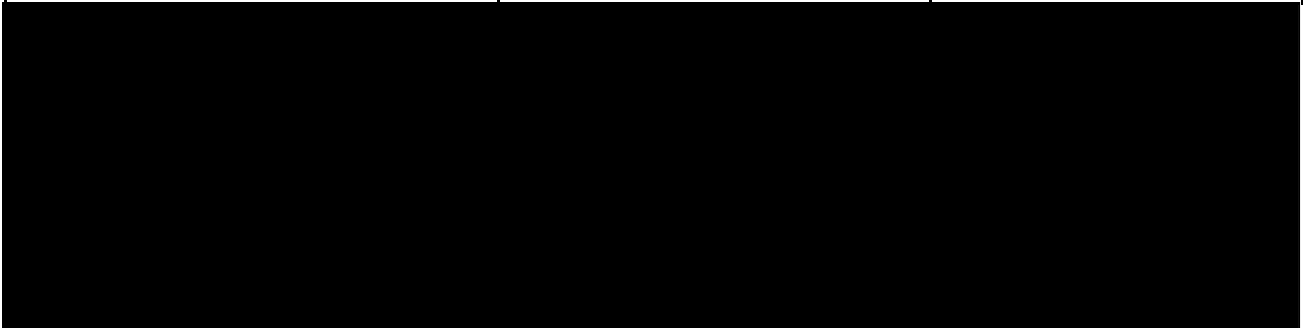
To file a formal complaint, please complete this form and submit it to the appropriate campus administrator within the time established in the Board approved Student/Parent Handbook. All complaints will be heard in accordance with the aforementioned policies or any exceptions outlined therein.

PLEASE INDICATE THE LEVEL OF GRIEVANCE ACCORDING TO WHERE YOU ARE IN THE PROCESS:

- Level I (Principal) • Level II (Executive Director-OPR) • Level III (Superintendent) • Level IV (School Board)

1. Complainant's Name and Address:	2. Complainant's Phone Number:
3. Complainant's Email Address:	4. Complainant's Campus (if applicable):
5. If you will be represented in pursuing your complaint, please identify that individual or organization: Name: _____ Address: _____ Telephone: _____ Email: _____	
6. Describe the decision or circumstances causing your complaint/grievance (give specific, factual details): _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____	

7. What was the date of the decision or circumstances causing your complaint? _____		
8. Explain how you have been harmed by this decision or circumstance: _____ _____ _____ _____ _____		
9. Describe any efforts you have made to resolve your complaint informally and the responses to your effort: _____ _____ _____ _____ _____		
10. With whom did you communicate? _____ _____	11. On what date (s)? _____ _____	
12. Please describe the outcome or remedy you seek for this complaint: _____ _____ _____ _____ _____		
13. Signature of Complainant: _____ _____	14. Signature of Complainant's Representative: _____	15. Date of Filing: _____



CONSENT ITEM 4
2020-2021 Combined
CNA and CIPs

International Leadership of Texas

District Improvement Plan

2020-2021



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Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021 36

Strategy 1: Hire a community liaison

<p>Strategy's Expected Result/Impact: Increased parental involvement, increased community engagement, increased student achievement.</p> <p>Staff Responsible for Monitoring: Exec. Dir of Student Services & Area Superintendents</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Problem Statements: Student Learning 1 District Processes & Programs 5</p> <p>Funding Sources: 211 - Title 1-A</p>	Formative
	Nov
	Jan
	May
	Summative
	June

Strategy 2: Community Liaisons to attend professional development conferences to gain knowledge and skills to continuously improve parental involvement, increased student achievement, educating homeless families, and parent participation in all campus activities.

<p>Strategy's Expected Result/Impact: Increased parental involvement, increased parent material on campus, and engaged parents at all campus events.</p> <p>Staff Responsible for Monitoring: Area Superintendents,</p> <p>Title I Schoolwide Elements: 2.6, 3.1, 3.2</p> <p>Problem Statements: Student Learning 12 Perceptions 5</p> <p>Funding Sources: Conferences 211 - Title 1-A</p>	Formative
	Nov
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	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Problem Statement 3: In 2019 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 12: Faculty feedback indicates that communication at the campus and district levels need improvement. **Root Cause:** As a district, we have a lot of moving parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

District Processes & Programs

Problem Statement 4: In 2019 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Perceptions

Problem Statement 5: Faculty feedback indicates that communication at the campus and district levels need improvement. **Root Cause:** As a district, we have a lot of moving

parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

Performance Objective 5: The percent of English learners that score "Meets Grade Level" on STAAR Reading will increase from 34% to 39% by June 2022.

Evaluation Data Sources: STAAR Reading, English EOC

Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.

Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level.

Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Results Driven Accountability

Equity Plan

Problem Statements:

Demographics 1

Funding Sources:

263 - Title III \$45,000

Formative

Nov

Jan

May

Summative

June

Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.

Strategy's Expected Result/Impact: Increased student achievement on the STAAR/EOC Meets level.

Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Problem Statements:

Demographics 1

Student Learning 12

Perceptions 5

Funding Sources:

263 - Title III \$38,000

Formative

Nov

Jan

May

Summative

June

Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

<p>Strategy's Expected Result/Impact: Increased student achievement. Build a foundation in reading and math.</p> <p>Staff Responsible for Monitoring: CAO, Director of EL, Academic Directors, Instructional Technologist, Campus principal, Campus textbook coordinators, Campus instructional coaches, Campus media specialists</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Results Driven Accountability</p> <p>Equity Plan</p>	<p>Problem Statements: Demographics 1 Demographics 6 Student Learning 1, 7 District Processes & Programs 1, 5</p> <p>Funding Sources: None</p>	Formative
		Nov
		Jan
		May
		Summative
June		

Strategy 4: Provide enrichment summer school to English learners to develop and strengthen their knowledge base as well as their English language proficiency in all four domains.

<p>Strategy's Expected Result/Impact: Increased student achievement.</p> <p>Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Results Driven Accountability</p> <p>Equity Plan</p>	<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 263 - Title III \$15,000</p>	Formative
		Nov
		Jan
		May
		Summative
June		

Strategy 5: Hire four campus-based BE/ESL Instructional Coaches (one ESL and one DLI Instructional Coach for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Campus Principals	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Results Driven Accountability	May
Equity Plan	Summative
Problem Statements: Demographics 1	June
Funding Sources: 263 - Title III \$260,000	

Strategy 6: Campuses that have newcomer ESL students will receive support in the form of professional learning opportunities for staff, supplemental resources for students, extending learning time for students, and parental engagement.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus textbook coordinators, campus instructional coaches, campus media specialists	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Problem Statements: Demographics 1 Student Learning 12 Perceptions 5, 6	May
Funding Sources: 263 - Title III	Summative
	June


Strategy 7: Develop curriculum resources and lesson plans (including targeted plans to meet the needs of our special populations) during the school year and during the summer (for summer, fall and spring semesters).


Strategy's Expected Result/Impact: Increased student achievement, increased rigor, more closely aligned instruction.	Formative
Staff Responsible for Monitoring: CAO, DCAO, Academic and EL Director.	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Results Driven Accountability	May
Equity Plan	Summative
Problem Statements: Demographics 1 Student Learning 8 District Processes & Programs 2	June
Funding Sources: 263 - Title III \$10,000	

Strategy 8: By June 2021, ILTexas will provide parents of English learners learning opportunities to support their children at home via webinars and face to face meetings. This will increase reading and math performance for EL students at least 10%.

Strategy's Expected Result/Impact: Increased student achievement.	Formative
Staff Responsible for Monitoring: Director of EL, EL Coordinators, campus principals, LPAC administrators	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Jan
Results Driven Accountability	May
Equity Plan	Summative
Problem Statements: Demographics 6 Student Learning 7, 8 District Processes & Programs 1, 2	June
Funding Sources: 263 - Title III \$10,000	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 1: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation (specifically addressing students of poverty).

Demographics

Problem Statement 2: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

Student Learning

Problem Statement 1: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

Problem Statement 3: In 2019 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a

70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 5: There is a need to prioritize the instructional focus among all levels of leadership- district, campus, GLAs, PLCs. **Root Cause:** Campus administrative leaders are pulled towards devoting a higher percentage of their time to operational issues vs. focusing on instructional leadership.

Problem Statement 12: Faculty feedback indicates that communication at the campus and district levels need improvement. **Root Cause:** As a district, we have a lot of moving parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

District Processes & Programs

Problem Statement 2: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

Problem Statement 4: In 2019 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 5: There is a need to prioritize the instructional focus among all levels of leadership- district, campus, GLAs, PLCs. **Root Cause:** Campus administrative leaders are pulled towards devoting a higher percentage of their time to operational issues vs. focusing on instructional leadership.

Perceptions

Problem Statement 5: Faculty feedback indicates that communication at the campus and district levels need improvement. **Root Cause:** As a district, we have a lot of moving parts and decisions are sometimes made without consulting others or at the last minute resulting in late communication or miscommunication.

Problem Statement 6: We have a significant teacher turnover. **Root Cause:** Low salary. Additionally, we need to evaluate and bolster our teacher support plan.

Performance Objective 6: By June 2021, EL students at ILTexas will increase the TELPAS performance level from 31% to, at least, 36%

Evaluation Data Sources: 2021 TELPAS

Strategy 1: All teachers of ELs know their students' English language proficiency as reflected in TELPAS and are using linguistic accommodations routinely to increase their students' English language proficiency.

Strategy's Expected Result/Impact: Increase in EL students' English proficiency level.	Formative
Staff Responsible for Monitoring: Campus principals, APs over LPAC, ICs, coaches, Dir. of EL K-12	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Jan
Results Driven Accountability	May
Equity Plan	Summative
Problem Statements: Demographics 1	June
Funding Sources: None	



No Progress



Accomplished



Continue/Modify



Discontinue

Demographics

Problem Statement 1: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation (specifically addressing students of poverty).

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021

HB3 Goal

Performance Objective 1: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 44% by June 2021 using the MAP tool.


Evaluation Data Sources: MAP


Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.	
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Jan
Problem Statements: Student Learning 2 District Processes & Programs 6	May
Funding Sources: None	Summative
	June
Strategy 2: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with the teachers and campus administrators and will review the teacher responses to the data.	
Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Jan
Problem Statements: Student Learning 2 District Processes & Programs 6	May
Funding Sources: None	Summative
	June

Strategy 3: 3rd grade students will complete and pass 15 lessons / semester on Imagine Math.

Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math program.	Formative
Staff Responsible for Monitoring: the math director and campus administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.1, 3.2	Nov
Problem Statements: Student Learning 2 District Processes & Programs 6	Jan
Funding Sources: None	May
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Learning

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

District Processes & Programs





Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Performance Objective 2: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 47% by June 2021 using the MAP tool.

Evaluation Data Sources: MAP

Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.

Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	
Title I Schoolwide Elements: 2.4, 2.5, 3.2	Nov
Problem Statements: Student Learning 2 District Processes & Programs 6	Jan
Funding Sources: None	May
	Summative
	June

Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access.	
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: Student Learning 2 District Processes & Programs 6	May
Funding Sources: None	Summative
	June
Strategy 3: The math director or area math coaches will review MAP scores and responses after the BOY and MOY MAP test with the teachers and campus administrators and will review the teacher responses to the data.	
Strategy's Expected Result/Impact: Teachers will understand the data from the MAP test and know how to respond to it instructionally.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	Nov
Title I Schoolwide Elements: 2.4, 3.1, 3.2	Jan
Problem Statements: Student Learning 2 District Processes & Programs 6	May
Funding Sources: None	Summative
	June
Strategy 4: 2nd grade students will complete and pass 15 lessons / semester on Imagine Math	
Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program.	Formative
Staff Responsible for Monitoring: Math director and campus administrators.	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: Student Learning 2 District Processes & Programs 6	May
Funding Sources: None	Summative
	June
 No Progress  Accomplished  Continue/Modify  Discontinue	

Student Learning

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

District Processes & Programs

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Performance Objective 3: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 51% by June 2021 using the Imagine Math tool.

Evaluation Data Sources: Imagine Math

Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.

Strategy's Expected Result/Impact: Teachers' content knowledge will improve.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
	May
Problem Statements: Student Learning 2 District Processes & Programs 6	Summative
	June
Funding Sources: None	

Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access.


Strategy's Expected Result/Impact: Teachers' content knowledge and pedagogy will improve.	Formative
Staff Responsible for Monitoring: area math coaches, math director, and campus instructional coaches and administrators	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
	May
Problem Statements: Demographics 7 Student Learning 9 District Processes & Programs 3	Summative
	June
Funding Sources: None	

Strategy 3: 1st grade students will complete and pass 15 lessons / semester on Imagine Math.

Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math Program.	Formative
Staff Responsible for Monitoring: Math director and campus administrators	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Nov
Problem Statements: Student Learning 2 District Processes & Programs 6	Jan
Funding Sources: None	May
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 4: Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.

Student Learning

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 7: Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.

District Processes & Programs

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 8: Not all teachers demonstrate proficiency using technology as effective educational tools. **Root Cause:** Appropriate planning and decision-making for hardware and software requirements necessary for a given course completed prior to offering the course.


Performance Objective 4: The percent of K students that score on grade level or above in math will increase from 46% to 53% by June 2021 using the Imagine Math tool.

Evaluation Data Sources: Imagine Math

Strategy 1: The curriculum department will provide recorded curriculum previews every cycle.	
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	Formative
Staff Responsible for Monitoring: campus instructional coaches, area math coaches, math director, and campus administrators	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: Student Learning 2 District Processes & Programs 6	May
Funding Sources: None	Summative
	June
Strategy 2: The curriculum department will record the bi-annual professional development sessions for all teachers to access.	
Strategy's Expected Result/Impact: Teachers content knowledge and pedagogy will improve.	Formative
Staff Responsible for Monitoring: campus instructional coaches, area math coaches, math director, and campus administrators	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: Student Learning 1 District Processes & Programs 5	May
Funding Sources: None	Summative
	June
Strategy 3: Kindergarten students will complete and pass 15 lessons / semester on Imagine Math	
Strategy's Expected Result/Impact: Students will show growth based on their quantile measures in the Imagine Math program.	Formative
Staff Responsible for Monitoring: Math director and campus administrators.	Nov
Title I Schoolwide Elements: 2.4, 2.6	Jan
Problem Statements: Demographics 1	May
Funding Sources: None	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Problem Statement 1: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation

(specifically addressing students of poverty).

Student Learning

Problem Statement 3: In 2019 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

District Processes & Programs

Problem Statement 4: In 2019 40% of all students were performing at the Meets grade level standard or above on all assessments which is an equivalent of a scaled score of a 70% or "C" and 10%-pts. below the State average. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Problem Statement 6: In 2019 38% of students were performing at the Meets grade level standard or above in Mathematics which falls below the federal target by 8%-pts. and 14%-pts. below the State average of 52%. **Root Cause:** There is a lack of research-based pedagogy, DLI instructional practices, content knowledge, and formative assessment in mathematics classrooms.

Performance Objective 5: The percent of English learners that score "Meets Grade Level" on STAAR Math will increase from 35% to 49% by June 2022.

Evaluation Data Sources: STAAR Math

Strategy 1: Bring in (or send our faculty/staff to) subject matter experts and consultants (to ILTexas or at a conference/Ed Service Center/Off campus) to assist ILTexas teachers, administrators, and district support staff strengthen their ability to support all of our students, including our English learners, DLI, and other programs that will increase student achievement with particular attention to English learners and with focus on increasing the Meets Target goal on the STAAR Reading assessment.

Strategy's Expected Result/Impact: Increased student achievement.

Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches

Title I Schoolwide Elements: 2.4, 2.5, 2.6

Results Driven Accountability

Equity Plan

Problem Statements:

Demographics 1

Funding Sources:

263 - Title III \$30,000

Formative

Nov

Jan

May

Summative

June

Strategy 2: Send campus teachers, instructional coaches, principals, assistant principals, and district staff to conferences (e.g. Title III Summit, La Cosecha, TESOL, TASA, Charter Summer Summit) to assist ILTexas teachers, administrators, and district staff strengthen their ability to support our students, including and in particular our English learners, DLI and other programs that will increase achievement of all students, particularly our special populations.

Strategy's Expected Result/Impact: Increased student achievement.		Formative
Staff Responsible for Monitoring: CAO, Director of EL K-12, Academic Directors, Instructional Technologist, Campus Principals, Campus Instructional Coaches		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Demographics 1 Demographics 6 Student Learning 7 District Processes & Programs 1	Jan
Results Driven Accountability		May
Equity Plan	Funding Sources: 263 - Title III \$20,000	Summative
		June

Strategy 3: Purchase supplemental technology (such as Chromebooks), instructional materials, and evaluation/assessment/data analysis resources (and subsequent related PD. This includes hard copies as well as online tools/software to scaffold instruction (i.e., Peoples Education - Measuring Up, Lead4Ward data modules, bilingual dictionaries, leveled readers, as well as student access to online platforms such as IXL, Imagine Language). Purchase professional books for staff to increase their knowledge of DLI/ESL programs.

Strategy's Expected Result/Impact: Increased student achievement		Formative
Staff Responsible for Monitoring: CAO, Director of EL, Director of Math, EL Coordinators, campus principals		Nov
Title I Schoolwide Elements: 2.4, 2.5, 2.6	Problem Statements: Demographics 1	Jan
Results Driven Accountability		May
Equity Plan	Funding Sources: 263 - Title III	Summative
		June

Strategy 4: Hire four campus-based BE/ESL Instructional Coaches (one ESL and one DLI Instructional Coach for the DFW area and one ESL coach and one DLI coach for the Houston area) to support district and campus staff with the implementation of sheltered instruction strategies by following the instructional coaching cycle and by providing professional learning opportunities to staff as it pertains to English learners.

Strategy's Expected Result/Impact: Increased student achievement	Formative
Staff Responsible for Monitoring: CAO, Director of EL, Director of Math, EL Coordinators, campus principals	
Title I Schoolwide Elements: 2.4, 2.5, 2.6	
Problem Statements: Demographics 1	
Funding Sources: 263 - Title III	
Results Driven Accountability	Nov
Equity Plan	Jan
	May
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Problem Statement 1: Our high poverty schools have the largest achievement gaps and are the lowest performing campuses. **Root Cause:** Insufficient differentiation (specifically addressing students of poverty).

Demographics

Problem Statement 2: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

Student Learning

Problem Statement 1: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

District Processes & Programs

Problem Statement 2: There is a lack of fidelity to the ILTexas curriculum model and framework, thereby preventing our students from reaping the benefits of our model. **Root Cause:** Insufficient time by campus administrators, faculty, and staff is dedicated to planning from the ILTexas curriculum and assessment plan.

Performance Objective 6: By the end of the 2020-2021 school year, ILTexas campuses identified as in need of comprehensive support will score a at least 60% on their Domain III from the current average of 30% for these campuses.

Evaluation Data Sources: MAP, STAAR, ISIP, Imagine Math

International Leadership of Texas

Arlington Elementary

2020-2021

Accountability Rating: D



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 14

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 21

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 22

International Leadership of Texas

Arlington Grand Prairie High

2020-2021



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 17

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021 24

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 29

Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021 31

International Leadership of Texas

Arlington Middle

2020-2021

Accountability Rating: C



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Goals	4
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021	4
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	14
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	20
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	21

International Leadership of Texas
College Station Elementary
2020-2021

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Goals	4
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021	4
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	12
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	18
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	19

International Leadership of Texas
College Station Middle School
2020-2021

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Goals	4
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021	4
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	6
Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021	8
Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	10
Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021	11

International Leadership of Texas

East Fort Worth Elementary

2020-2021

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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 17

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 23

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 27

International Leadership of Texas

East Fort Worth Middle

2020-2021

Mission Statement

Mission

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

Vision

The International Leadership of Texas East Fort Worth Campus Vision is to provide all students with the tools and strategies to learn and succeed in a global society.

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 - Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 17
 - Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 24
 - Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 28

International Leadership of Texas

Garland Elementary

2020-2021



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 27

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 30

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 37

International Leadership of Texas

Garland High

2020-2021



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 12

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021 16

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 19

Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021 22

International Leadership of Texas

Garland Middle

2020-2021



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 21

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 29

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 31

International Leadership of Texas

Grand Prairie Elementary

2020-2021

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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 10

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 14

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 16

International Leadership of Texas

Grand Prairie Middle

2020-2021

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Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 11

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 23

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 24

International Leadership of Texas

Katy Elementary

2020-2021

Accountability Rating: C

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- Goals 4
 - Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4
 - Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 20
 - Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 36
 - Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 39

International Leadership of Texas

Katy Middle

2020-2021

Accountability Rating: B

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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 34

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 60

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 64

International Leadership of Texas

Katy Westpark High

2020-2021



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Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021.	5
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021.	18
Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021	32
Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	37
Goal 5: The percent of teachers retained annually will increase from 71% to 76% by June 2021	39

International Leadership of Texas

Keller Elementary

2020-2021



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 7

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 9

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 11

International Leadership of Texas

Keller Middle

2020-2021



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Goals	4
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021	4
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	9
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	17
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	18

International Leadership of Texas

Keller Saginaw High

2020-2021



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Goals 5

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 5

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 7

Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021 9

Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 10

Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021 11

International Leadership of Texas

Lancaster High

2020-2021

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Goals	4
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Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	7
Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021	11
Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	14
Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021	16

International Leadership of Texas

Lancaster Elementary

2020-2021

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 - Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 9
 - Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2024 14
 - Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 16

International Leadership of Texas

Lancaster Middle

2020-2021

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Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 7

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 11

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 14

International Leadership of Texas
North Richland Hills Elementary
2020-2021

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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 5

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 8

Goal 4: The percent of teacher retained annually will increase from 72% to 76% by June 2021 9

International Leadership of Texas

North Richland Hills Middle

2020-2021

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 - Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4
 - Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 5
 - Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 8
 - Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 9

International Leadership of Texas

Orem Elementary

2020-2021



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Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 27

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 48

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 51

International Leadership of Texas

Orem Middle School

2020-2021



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Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021.	16
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	28
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	32

International Leadership of Texas

Saginaw Elementary

2020-2021

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Goals	4
Goal 1: The percent of all students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021	4
Goal 2: The percent of all students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	18
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	32
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	34

International Leadership of Texas

Saginaw Middle

2020-2021

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Goals	4
Goal 1: The percent of all students that score "Meets Grade Level" on STAAR Reading will increase from 45% to 50% by June 2021	4
Goal 2: The percent of all students that score "Meets Grade Level" on STAAR Mathematics will increase from 39% to 46% by June 2021	15
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	21
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	23

International Leadership of Texas

Westpark Elementary

2020-2021



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Our mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind and character. 2

Goals 4

 Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

 Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 16

 Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 26

 Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 30

International Leadership of Texas

Westpark Middle

2020-2021



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Our mission at International Leadership of Texas is to prepare students for exceptional leadership roles in the international community by emphasizing servant leadership, mastering the English, Spanish, and Chinese Languages, and strengthening the body, mind and character. 2

Goals 4

Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 10

Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 16

Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 19

International Leadership of Texas

Windmill Lakes Elementary

2020-2021

Accountability Rating: C

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Others Before Self Otros Antes De Uno Mismo 2

Goals 4

 Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021 4

 Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021 9

 Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021 15

 Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021 17

International Leadership of Texas

Windmill Lakes Middle

2020-2021

Accountability Rating: C

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Goals	4
Goal 1: The percent of students that score "Meets Grade Level" on STAAR Reading will increase from 43% to 48% by June 2021	4
Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	8
Goal 3: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	13
Goal 4: The percent of teacher retained annually will increase from 71% to 76% by June 2021	15

International Leadership of Texas

Windmill Lakes High

2020-2021

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Goals	4
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Goal 2: The percent of students that score "Meets Grade Level" on STAAR Mathematics will increase from 38% to 46% by June 2021	6
Goal 3: The percent of graduates that demonstrate College, Career, and/or Military Readiness will increase from 69% to 71% by June 2021	8
Goal 4: The percent of students increasing at least one performance sub-level (low, mid, high) annually on the End of Year AAPPL or ACTFL assessment will increase from 50% to 70% by June 2021	10
Goal 5: The percent of teacher retained annually will increase from 71% to 76% by June 2021	12

CONSENT ITEM 5

- 1. HB3 Board Goals '20-'24
Slides**
- 2. HB3 Board Goals and Plans**



HB3 Board Goals

**Early Childhood Literacy &
Math and CCMR**

HB3 Requirements

School boards are required to adopt plans in:

- 1) Early childhood literacy and math (3rd grade STAAR), and
- 2) College, career and military readiness (CCMR readiness indicators).

All plans must include:

- *5-year goals, with annual targets
- *Annual report to the board with interim progress monitoring
- *Annual report posted on our district and campus websites
- *Specific, quantifiable, annual goals for five years at each campus
- *Annual targets for students in each group evaluated under closing the gaps domain, at the district and campus level

Board Goal Development

- Review of current data (to determine SMART Goal)
- Federal Targets
- Goals were set at the higher 'meets' level of performance, not the passing 'approaches' level of performance.



Did Not Meet Grade Level

Shows a lack of basic understanding of course content — student needs significant support in the coming year.

NOT PASSING



Approaches Grade Level

Shows some knowledge of course content but may be missing critical elements — student may need additional support in the coming year.

PASSING



Meets Grade Level

Shows strong knowledge of course content — student is prepared to progress to the next grade.

PASSING



Masters Grade Level

Shows mastery of the course content — student is on track for college and career readiness.

PASSING

Early Childhood Literacy

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	33	37	56	43	68	45	46	23	33	36	33	46	38
2021	36	40	59	46	71	48	50	26	36	40	35	50	42
2022	39	43	63	48	75	51	56	29	40	44	37	55	50
2023	42	46	66	51	78	53	62	31	43	49	39	60	56
2024	45	49	68	54	79	55	64	34	46	51	42	63	59

All Students													
Federal 2021 Target	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	--	29%	--
State 2019	48%	36%	41%	62%	46%	77%	48%	58%	21%	37%	41%	34%	50%
ILTexas 2019	39%	33%	36%	54%	*	64%	*	40%	23%	31%	36%	35%	44%
ILTexas 2018	35%	31%	30%	57%	*	56%	*	39%	24%	28%	23%	27%	45%



Imagination Station

Istation is an online research-based curriculum, assessment and intervention program for reading and writing for grades pre-K through 8 in both English and Spanish.

At the beginning of each month students take the nationally normed Istation's Indicators of Progress (ISIP™) which measures each students growth with engaging, computer-adaptive diagnostic and screening programs for pre-K – 8.

Based on their results, learners are seamlessly placed in interactive online instruction. Struggling students are routed through reteach lessons, and teachers are given instant reports to monitor student progress. Each Priority Report directs teachers to specific skills-based, small-group lessons for targeted reading intervention.

If you are interested in reading more about istation - <https://www.istation.com/>

Early Childhood Math

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

	All Students													
Federal 2021 Target	46%	31%	40%	59%	45	82%	50	54%	23%	36%	--	40%	--	--
State 2019	52%	37%	47%	63%	49%	85%	53%	58%	27%	43%	50%	46%	54%	47%
ILTexas 2019	36%	29%	33%	53%	*	65%	*	40%	20%	30%	44%	35%	42%	33%
ILTexas 2018	37%	31%	31%	59%	*	77%	*	46%	25%	29%	10%	35%	49%	34%



Average Quantile Growth

2020 Grades 3-8
(2020 - 2021 will include K-8)

Min - 25Q

Q1 - 42

Med - 50 (Mean - 51)

Q3 - 63

Max - 73

For more information:

<https://www.imaginelearning.com/>

Campus	Average Quantile Growth	Average Passed Lessons
College Station K8	73Q	32
Orem K8	72Q	13
Garland K8	67Q	19
Windmill Lakes K8	60Q	11
Lancaster K8	58Q	10
North Richland Hills K8	53Q	12
Keller K8	50Q	19
Katy K8	50Q	12
Grand Prairie K8	49Q	21
West Park K8	45Q	9
Saginaw K8	40Q	9
East Fort Worth K8	27Q	5
Arlington K8	25Q	9

College Ready 74% of all graduates will meet the criteria for COLLEGE READY by 2024

- **Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics**
(does not have to meet both on same assessment)

TSIA		SAT		ACT		College Prep Course
≥ 351 on Reading	or	≥ 480 on the Evidence-Based Reading and Writing (EBRW)	or	≥ 19 on English and ≥ 23 Composite	or	Complete and earn credit for ELA college prep course
≥ 350 on Mathematics	or	≥ 530 on Mathematics	or	≥ 19 on Mathematics and ≥ 23 Composite	or	Complete and earn credit for Mathematics college prep course

- **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination**
 - AP test score of 3+
- **Earn Dual Course Credits**
 - ELAR – 3 credit hours earned
 - Mathematics – 3 credit hours earned
 - Other Subjects – combined 9 credit hours earned

Career or Military Ready

15% of all graduates will meet the criteria for CAREER or MILITARY READY by 2024

- Enlist in the Armed Forces
- Earn an Associate's Degree
- Earn an Industry-Based Certification
- CTE Coherent Sequence Coursework **Aligned with Industry-Based Certifications**
(earn .5 pts – 2020 last year)
- Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student
 - Recommended High School Plan (RHSP)
 - Distinguished Achievement Plan (DAP)
 - Foundation High School Plan with an Endorsement (FHSP-E)
 - Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA)
- Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
 - Graduation type code of 04, 05, 54, or 55

College Career Military Readiness (CCMR)

The percentage of graduates that meet the criteria for CCMR will increase from 69% to 74% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
70%	71%	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	42	77	62	42	90	39	70	27	51	43	65	60	31
2021	44	77	65	44	91	43	70	30	53	46	66	63	34
2022	46	78	67	48	92	46	71	34	55	50	67	67	38
2023	48	78	70	52	93	49	71	37	57	53	68	70	41
2024	50	79	72	54	94	51	72	39	59	55	69	72	43

	All Students													
Federal 2021 Target	47%	31%	41%	58%	42	76%	39	53%	27%	39%	--	30%	--	--
State 2019	63%	49%	60%	72%	58	85%	58	66%	54%	56%	50%	49%	68%	45%
ILTexas 2019	69%	41%	77%	60%	*	89%	-	70%	90%	65%	*	66%	74%	61%
ILTexas 2018	64%	*	68%	57%	-	*	*	*	*	51%	*	*	70%	60%

Progress Monitoring

School Boards:

- must review the progress of Early Learning & CCMR plan/goals at least annually at a public meeting
- adopt a monitoring calendar and a multi-year schedule that describes the months during which interim updates on goals and plan progress measures are reported to the board.

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	33	37	56	43	68	45	46	23	33	36	33	46	38
2021	36	40	59	46	71	48	50	26	36	40	35	50	42
2022	39	43	63	48	75	51	56	29	40	44	37	55	50
2023	42	46	66	51	78	53	62	31	43	49	39	60	56
2024	45	49	68	54	79	55	64	34	46	51	42	63	59

All Students

Federal 2021 Target	44%	32%	37%	60%	43%	74%	45%	56%	19%	33%	--	29%	--	--
State 2019	48%	36%	41%	62%	46%	77%	48%	58%	21%	37%	41%	34%	50%	43%
ILTexas 2019	39%	33%	36%	54%	*	64%	*	40%	23%	31%	36%	35%	44%	35%
ILTexas 2018	35%	31%	30%	57%	*	56%	*	39%	24%	28%	23%	27%	45%	32%

Early Childhood Literacy Progress Measure 1

The percent of Kindergarten students that score on grade level or above in Reading will increase from 29% to 60% by June 2024 using iStation Indicator Progress Monitor tool - ISIP.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st grade students that score on grade level or above in Reading will increase from 36% to 60% by June 2024 using iStation Indicator Progress Monitor tool - ISIP.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56

2024	58	58	71	59	83	61	67	39	51	53	48	65	61
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Early Childhood Literacy Progress Measure 3

The percent of 2nd grade students that score on grade level or above in Reading will increase from 41% to 60% by June 2024 using iStation Indicator Progress Monitor tool - ISIP.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	46%	51%	56%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	40	39	54	39	61	48	38	25	41	38	44	41	34
2021	46	44	60	44	68	52	42	28	44	41	48	44	37
2022	51	50	66	49	74	57	48	30	46	43	50	52	46
2023	56	55	69	53	77	61	63	34	48	49	52	57	54
2024	59	60	73	59	81	63	67	39	51	53	54	61	58

Early Childhood Literacy Progress Measure 4

The percent of 3rd grade students that score on grade level or above in Reading will increase from 42% to 60% by June 2024 using iStation Indicator Progress Monitor tool - ISIP.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	47%	51%	54%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	40	39	54	39	61	48	38	25	41	38	44	41	34
2021	46	45	60	45	68	53	43	28	45	41	49	45	37
2022	51	50	66	49	74	57	48	30	46	43	50	52	46

2023	55	54	69	52	77	60	53	34	48	49	52	55	50
2024	59	60	74	58	82	63	67	39	51	53	54	61	58

Early Childhood Literacy Plan ILTexas Garland Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	40	37	57	43	65	45	48	20	33	36	38	46	42
2021	41	40	60	46	69	48	53	24	36	41	40	51	47
2022	42	43	63	49	74	51	57	28	40	45	42	55	51
2023	43	46	66	51	78	53	62	31	43	49	44	60	56
2024	45	49	68	54	79	55	64	34	46	51	48	63	59
2019	42%	40%	38%	54%	56%	-	40%	25%	35%	*	40%	43%	37%
2018	34%	36%	30%	36%	46%	*	33%	0%	21%	20%	25%	36%	26%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56

2024	58	58	71	59	83	61	67	39	51	53	48	65	61
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Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

- 2020-21 All K-5 teachers will be trained on the new text book materials
Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2021
iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports
- 2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy
- 2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Arlington Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 33% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37%	41%	46%	50%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	27	37	60	43	74	45	48	15	33	36	31	41	33	
2021	32	40	62	46	75	47	53	20	36	41	34	47	40	
2022	37	43	64	48	76	50	57	26	40	45	37	54	48	
2023	42	46	66	51	78	53	62	31	43	49	39	60	56	
2024	45	49	68	54	79	55	64	34	46	51	42	63	59	
2019	33%	16%	35%	63%	-	*	-	43%	11%	27%	*	31%	36%	25%
2018	38%	38%	38%	33%	-	*	-	33%	*	35%	*	33%	35%	41%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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	30%	37%		48%			53%			60%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Contin. Enrolled	Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2
The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Contin. Enrolled	Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Acad

Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2021

iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports

2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Keller Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 56% to 62% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	58%	59%	60%	62%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	50	40	65	43	74	45	56	30	40	36	39	58	55	
2021	51	43	67	46	75	48	58	34	43	40	42	59	56	
2022	52	46	69	49	77	51	60	38	47	44	45	61	57	
2023	53	49	71	51	78	53	62	42	51	49	48	62	58	
2024	54	52	73	62	82	63	70	45	55	51	52	63	59	
2019	56%	52%	40%	67%	-	73%	-	*	40%	39%	*	43%	54%	62%
2018	59%	42%	48%	69%	*	60%	-	82%	20%	38%	33%	34%	63%	49%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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	30%	37%		48%			53%			60%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Contin. Enrolled	Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Contin. Enrolled	Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Acad

Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by

iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports

2021-22

Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23

Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Grand Prairie Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 38% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	44%	48%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	32	37	60	43	58	45	56	26	34	36	35	46	37	
2021	35	40	62	45	63	48	58	28	37	40	37	51	43	
2022	39	43	64	48	68	51	60	30	40	45	39	55	49	
2023	42	46	66	51	73	53	62	32	43	49	41	60	56	
2024	45	49	68	54	79	55	64	34	46	51	43	63	59	
2019	38%	33%	36%	60%	*	50%	-	*	27%	35%	*	41%	41%	32%
2018	26%	28%	16%	67%	-	67%	*	60%	*	25%	*	29%	24%	27%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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	30%	37%		48%			53%			60%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Cont. Enrolled	Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2
The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Cont. Enrolled	Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academy by June 2024.

2020-21 All K-5 teachers will be trained on the new text book materials
 Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2024.

iStation - principal's, AP's, IC's and teachers will be trained in report running and significants of the reports

2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas North Richland Hills Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 44% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	32	37	60	43	79	45	56	21	33	36	34	46	42	
2021	35	40	62	46	81	48	58	24	36	40	36	51	46	
2022	39	43	64	49	83	51	60	27	40	45	38	56	51	
2023	42	46	66	51	85	53	62	31	43	49	40	60	56	
2024	45	49	68	54	87	55	64	34	46	51	42	63	59	
2019	44%	32%	38%	57%	-	86%	-	*	*	32%	*	34%	44%	45%
2018	35%	32%	34%	36%	-	64%	-	13%	29%	26%	*	35%	*	34%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Cont. Enrolled	Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Cont. Enrolled	Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and resources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Acad

2020-21 All K-5 teachers will be trained on the new text book materials

Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by

iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports

2021-22

Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23

Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Katy Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 46% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	48%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	50	42	50	43	74	45	56	25	41	36	39	46	42
2021	51	46	55	45	76	48	58	27	42	40	42	51	47
2022	52	50	59	48	78	51	60	29	44	45	45	55	51
2023	53	54	64	51	80	53	62	31	45	49	48	60	56
2024	54	58	68	54	82	55	64	34	46	51	52	63	59
2019	46%	54%	42%	33%*	80%	45%	56%	25%	41%	36%	39%	46%	42%
2018	51%	47%	53%	63%*	74%	48%	58%	27%	42%	40%	42%	51%	47%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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	30%	37%		48%			53%			60%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv	Special Ed (Formerly)	EL	Contin. Enrolled	Contin. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv	Special Ed (Formerly)	EL	Contin. Enrolled	Contin. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academy by June 2024.

2020-21 All K-5 teachers will be trained on the new text book materials
 Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2024.

iStation - principal's, AP's, IC's and teachers will be trained in report running and significants of the reports

2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Westpark Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 55% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
55%	56%	57%	58%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	58	44	60	43	75	45	56	26	45	36	32	46	42	
2021	60	46	62	45	76	47	58	29	47	40	34	51	47	
2022	62	48	64	48	77	50	60	32	50	43	37	55	51	
2023	64	50	66	51	78	52	62	35	52	47	39	60	56	
2024	66	52	68	54	79	55	64	38	55	51	42	63	59	
2019	55%	70%	45%	45%	-	*	*	*	25%	52%	*	43%	48%	63%
2018	38%	54%	19%	50%	-	45%	-	*	29%	39%	*	21%	-	38%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible;

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three

- 2020-21 All K-5 teachers will be trained on the new text book materials
Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2021
iStation - principal's, AP's, IC's and teachers will be trained in report running and significants of the reports
- 2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy
- 2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Lancaster Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 29% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	40%	45%	49%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	32	37	60	43	74	45	56	19	33	36	29	46	42	
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	
2023	42	46	66	51	78	53	62	31	43	49	39	60	56	
2024	45	49	68	54	79	55	64	34	46	51	42	63	59	
2019	29%	28%	29%	-	-	-	-	*	14%	25%	*	27%	*	29%
2018	23%	23%	16%	*	-	-	-	40%	30%	16%	*	14%	*	22%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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	30%	37%		48%			53%			60%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Formerly Enrolled	Continuously Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Formerly)	EL	Formerly Enrolled	Continuously Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academy by June 2024.

2020-21 All K-5 teachers will be trained on the new text book materials
 Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2024.

iStation - principal's, AP's, IC's and teachers will be trained in report running and significants of the reports

2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas East Ft. Worth Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 20% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	32	37	60	43	74	45	56	19	33	36	29	46	42	
2021	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	
2022	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	
2023	42	46	66	51	78	53	62	31	43	49	39	60	56	
2024	45	49	68	54	79	55	64	34	46	51	42	63	59	
2019	20%	16%	23%	20%	-	-	-	29%	*	18%	*	12%	*	19%
2018	16%	15%	15%	*	-	*	-	17%	40%	13%	20%	13%	-	16%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
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	30%	37%						48%		53%		60%		
Closing the Gaps Student Groups Yearly Targets														
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv	Special Ed (Formerly)	EL	Formerly Enrolled	Continuously Enrolled	
2020	28	27	37	24	47	32	37	20	23	32	29	35	30	
2021	33	32	42	30	55	38	43	24	27	38	34	42	37	
2022	43	42	56	39	67	49	52	31	39	45	40	55	50	
2023	47	48	62	51	74	53	60	34	45	49	44	60	56	
2024	58	58	71	59	83	61	67	39	51	53	48	65	61	

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv	Special Ed (Formerly)	EL	Formerly Enrolled	Continuously Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; and professional development.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academy by June 2024.

2020-21 All K-5 teachers will be trained on the new text book materials
 Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by June 2024.

iStation - principal's, AP's, IC's and teachers will be trained in report running and significants of the reports

2021-22 Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy

2022-23 Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy

Early Childhood Literacy Plan ILTexas Saginaw Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 39% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	32	37	60	43	74	45	56	19	33	36	29	46	42
2021	35	40	62	46	75	48	58	23	37	40	33	51	47
2022	39	43	64	49	76	51	60	27	40	45	36	56	51
2023	42	46	66	51	78	53	62	31	43	49	39	60	56
2024	45	49	68	54	79	55	64	34	46	51	42	63	59
2019	39%	26%	36%	58%*	*	-	57%	14%	29%	*	31%	41%	38%
2018	38%	13%	31%	62%	-	60%	-	42%	*	30%	*	24%*	38%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

- | | |
|---------|--|
| 2020-21 | All K-5 teachers will be trained on the new text book materials
Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by
iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports |
| 2021-22 | Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy |
| 2022-23 | Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy |

Early Childhood Literacy Plan ILTexas Windmill Lakes Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 34% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	32	37	60	43	74	45	56	19	33	36	29	46	42
2021	35	40	62	46	75	48	58	23	37	40	33	51	47
2022	39	43	64	49	76	51	60	27	40	45	36	56	51
2023	42	46	66	51	78	53	62	31	43	49	39	60	56
2024	45	49	68	54	79	55	64	34	46	51	42	63	59
2019	34%	17%	39%*	-	-	-	*	0%	30%	67%	36%*	-	34%
2018	24%	30%	20%*	-	-	-	*	*	22%*	*	22%	-	24%

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

- | | |
|---------|--|
| 2020-21 | All K-5 teachers will be trained on the new text book materials
Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by
iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports |
| 2021-22 | Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy |
| 2022-23 | Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy |

Early Childhood Literacy Plan ILTexas Orem Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 18% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	32	37	60	43	74	45	56	19	33	36	29	46	42
2021	35	40	62	46	75	48	58	23	37	40	33	51	47
2022	39	43	64	49	76	51	60	27	40	45	36	56	51
2023	42	46	66	51	78	53	62	31	43	49	39	60	56
2024	45	49	68	54	79	55	64	34	46	51	42	63	59
2019	18%	17%	20%*	-	-	-	*	25%	18%	*	20%	-	18%
2018													

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

- | | |
|---------|--|
| 2020-21 | All K-5 teachers will be trained on the new text book materials
Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by
iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports |
| 2021-22 | Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy |
| 2022-23 | Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy |

Early Childhood Literacy Plan ILTexas College Station Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 41% to 54% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	47%	50%	52%	54%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	32	37	60	43	74	45	56	19	33	36	29	46	42
2021	35	40	62	46	75	48	58	23	37	40	33	51	47
2022	39	43	64	49	76	51	60	27	40	45	36	56	51
2023	42	46	66	51	78	53	62	31	43	49	39	60	56
2024	45	49	68	54	79	55	64	34	46	51	42	63	59
2019	41%	19%	37%	50%	-	*	-	*	24%	*	27%	-	41%
2018													

Early Childhood Literacy Progress Measure 1

The percent of K students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 30% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
30%	37%	48%	53%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	28	27	37	24	47	32	37	20	23	32	29	35	30
2021	33	32	42	30	55	38	43	24	27	38	34	42	37
2022	43	42	56	39	67	49	52	31	39	45	40	55	50
2023	47	48	62	51	74	53	60	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

Early Childhood Literacy Progress Measure 2

The percent of 1st through 3rd grade students that score on grade level or above in Reading on the iStation ISIP Assessment will increase from 29% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
29%	35%	43%	51%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	26	25	35	24	45	31	36	20	23	31	27	33	29
2021	31	30	39	28	51	37	42	24	27	35	30	42	37
2022	41	39	48	35	60	39	50	28	35	43	40	52	49
2023	48	47	59	44	71	45	59	34	45	49	44	60	56
2024	58	58	71	59	83	61	67	39	51	53	48	65	61

EC Literacy Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

PROFESSIONAL DEVELOPMENT RECOMMENDED: All PreK through 3rd grade teachers will complete The Science of Reading Academies over the next three years.

- | | |
|---------|--|
| 2020-21 | All K-5 teachers will be trained on the new text book materials
Reading Academy - 12 teachers, principal, K-2 & 3-5 AP's and instructional coaches will take and pass all modules of the Reading Academy by
iStation - principal's, AP's, IC's and teachers will be trained in report running and significant of the reports |
| 2021-22 | Reading Academy - All Kinder and 1st grade teachers will take and pass all modules of the Reading Academy |
| 2022-23 | Reading Academy - All 2nd & 3rd grade teachers plus new K-1 teachers will take and pass all modules of the Reading Academy |

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

All Students

Federal 2021 Target	46%	31%	40%	59%	45	82%	50	54%	23%	36%	--	40%	--	--
State 2019	52%	37%	47%	63%	49%	85%	53%	58%	27%	43%	50%	46%	54%	47%
ILTexas 2019	36%	29%	33%	53%	*	65%	*	40%	20%	30%	44%	35%	42%	33%
ILTexas 2018	37%	31%	31%	59%	*	77%	*	46%	25%	29%	10%	35%	49%	34%

Early Childhood Math Progress Measure 1

The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021				2022				2023		2024		
46%	53%				59%				64%		68%		
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	37%	43%	62%	51%	77%	56x%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using

Yearly Target Goals

2020	2021				2022				2023		2024		
46%	51%				56%				60%		64%		
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 3

The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using

Yearly Target Goals

2020	2021				2022				2023		2024		
42%	47%				52%				56%		60%		
Closing the Gaps Student Groups Yearly Targets													

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June 2024 using

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gap Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

Early Childhood Math Plan Garland Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 38% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	31	40	59	45	82	50	54	23	36	44	40	47	45	
2021	35	43	61	47	83	53	57	27	39	49	43	52	50	
2022	38	46	63	50	84	55	59	31	42	53	46	57	55	
2023	41	49	65	53	85	57	61	34	45	57	49	61	59	
2024	44	51	67	55	86	59	63	37	48	59	51	64	62	
2019	38%	40%	30%	50%	-	78%	-	40%	25%	34%	*	37%	40%	31%
2018	42%	39%	34%	50%	-	77%	*	44%	0%	30%	20%	49%	45%	29%

Early Childhood Math Progress Measure 1 GES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	N/A	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	N/A	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	N/A	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	N/A	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

2020	2021				2022			2023			2024		
42%	47%				52%			56%			60%		
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021				2022			2023			2024		
40%	44%				48%			52%			56%		
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Arlington Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 37% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	31	40	59	45	82	50	54	23	36	44	40	47	45	
2021	35	43	61	48	83	53	57	27	39	49	43	52	50	
2022	38	46	63	51	84	55	59	31	42	53	46	57	55	
2023	41	49	65	53	85	57	61	34	45	57	49	61	59	
2024	44	51	67	55	86	59	63	37	48	59	51	64	62	
2019	37%	16%	38%	75%	-	*	-	57%	11%	31%	*	38%	36%	39%
2018	39%	38%	38%	50%	-	*	-	33%	*	38%	*	41%	38%	39%

Early Childhood Math Progress Measure 1 AES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021				2022				2023			2024	
46%	53%				59%				64%			68%	
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021				2022				2023			2024	
46%	51%				56%				60%			64%	
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	N/A	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	N/A	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	N/A	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	N/A	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

2020	2021		2022		2023		2024						
42%	47%		52%		56%		60%						
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021		2022		2023		2024						
40%	44%		48%		52%		56%						
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Keller Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 59% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	62%	64%	66%	68%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	34	50	77	45	72	50	54	50	45	44	49	65	50	
2021	35	51	78	47	76	52	57	50	46	48	51	66	53	
2022	38	52	79	50	80	54	59	51	47	52	53	67	56	
2023	41	53	80	53	83	57	61	51	48	57	54	68	59	
2024	44	54	81	55	86	59	63	52	49	59	55	69	62	
2019	59%	33%	48%	76%	-	68%	-	*	50%	45%	*	47%	63%	49%
2018	59%	42%	41%	69%	*	90%	-	64%	20%	41%	17%	51%	59%	59%

Early Childhood Math Progress Measure 1 KES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	N/A	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	N/A	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	N/A	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	N/A	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gap Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Grand Prairie Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	29	40	47	45	63	50	54	28	39	44	42	45	37
2021	33	43	55	48	70	53	57	30	41	48	43	51	44
2022	37	46	60	51	77	55	59	32	43	53	46	57	52
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62
2019	36%	24%	39%	40%*	58%	-	*	27%	37%	*	41%	38%	32%
2018	33%	30%	26%	83%	56%	*	80%	*	36%	*	37%	29%	34%

Early Childhood Math Progress Measure 1 GPES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021				2022				2023			2024	
46%	53%				59%				64%			68%	
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021				2022				2023			2024	
46%	51%				56%				60%			64%	
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	N/A	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	N/A	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	N/A	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	N/A	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gap Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan North Richland Hills Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 29% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	31	30	45	45	50	50	54	23	36	44	30	39	39
2021	34	37	52	48	60	53	57	27	39	48	37	47	46
2022	37	44	59	51	70	55	59	31	42	52	44	55	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62
2019	29%	27%	21%	38%	-	43%	-	*	22%	*	19%	29%	28%
2018	46%	40%	41%	46%	-	91%	-	50%	43%	35%	49%	*	45%

Early Childhood Math Progress Measure 1 NRHES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021			2022			2023			2024			
40%	44%			48%			52%			56%			

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Katy Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	47	45	55	45	82	50	40	28	46	44	50	47	50
2021	48	47	58	48	83	53	47	30	47	48	51	52	53
2022	49	49	61	51	84	55	54	32	48	52	52	57	56
2023	50	51	65	53	85	57	61	34	49	57	53	61	59
2024	51	53	67	55	86	59	63	37	50	59	54	64	62
2019	47%	46%	44%	53%*	80%*	38%	25%	44%*	47%	45%	49%		
2018	48%	46%	46%	56%*	86%	-	*	50%	38%*	40%	-		48%

Early Childhood Math Progress Measure 1 KTES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	N/A	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	N/A	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	N/A	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	N/A	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

5C Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Westpark Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 47% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	61	34	59	45	82	50	54	23	44	44	37	47	49	
2021	62	39	62	48	83	53	56	28	46	49	41	52	53	
2022	63	44	64	51	84	55	58	31	48	53	45	57	57	
2023	64	49	65	53	85	57	61	34	50	57	49	61	59	
2024	65	51	67	55	86	59	63	37	52	59	51	64	62	
2019	47%	60%	32%	55%	-	*	*	*	13%	42%	*	33%	46%	47%
2018	41%	53%	26%	50%	-	58%	-	*	30%	40%	*	31%	-	41%

Early Childhood Math Progress Measure 1 WPES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	N/A	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	N/A	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	N/A	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	N/A	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gaps Student Group Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Lancaster Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 22% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	29	29	59	45	82	50	54	23	27	44	25	47	30	
2021	33	37	61	48	83	52	56	26	35	48	33	52	39	
2022	37	43	63	51	84	54	58	30	40	52	41	57	49	
2023	41	49	65	53	85	57	61	34	45	57	49	61	59	
2024	44	51	67	55	86	59	63	37	48	59	51	64	62	
2019	22%	21%	22%	-	-	-	*	0%	17%	*	15%	*	21%	
2018	27%	23%	27%	*	-	-	-	60%	20%	22%	*	30%	*	26%

Early Childhood Math Progress Measure 1 LES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56x%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021			2022			2023			2024			
40%	44%			48%			52%			56%			

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan East Ft. Worth Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 25% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	31	38	63	45	82	50	40	23	30	44	35	47	37
2021	34	43	64	48	83	53	49	26	35	48	40	51	47
2022	38	46	65	51	84	55	55	30	40	52	45	56	53
2023	41	49	66	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62
2019	25%	20%	28%	60%	-	-	-	29%*	20%*	28%*	25%	25%	7%
2018	7%	4%	8%*	-	-	-	17%	33%	6%	0%	9%	-	7%

Early Childhood Math Progress Measure 1 EFWES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gap Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Saginaw Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 31% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	31	40	46	45	82	50	60	30	33	44	40	45	40
2021	35	43	53	48	83	52	61	32	37	48	43	50	46
2022	39	46	60	51	84	54	62	34	41	52	46	55	52
2023	41	49	65	53	85	57	63	36	45	57	49	61	59
2024	44	51	67	55	86	59	64	38	48	59	51	64	62
2019	31%	21%	29%	35%*	*	-	57%	29%	26%*	*	38%	35%	30%
2018	40%	27%	31%	55%	-	80%	-	50%*	31%*	*	27%*	*	39%

Early Childhood Math Progress Measure 1 SES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56x%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Windmill Lakes Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 36% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	27	40	59	45	82	50	54	23	36	70	40	47	44
2021	33	43	61	48	83	52	56	27	39	70	43	51	49
2022	38	46	63	51	84	55	59	31	41	71	46	56	54
2023	41	49	65	53	85	57	61	34	45	71	49	61	59
2024	44	51	67	55	86	59	63	37	48	72	51	64	62
2019	36%	21%	40%*	-	-	-	*	20%	34%	67%	39%*	-	36%
2018	19%	32%	15%*	-	-	-	*	*	17%*	*	13%	-	19%

Early Childhood Math Progress Measure 1 WLES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

Yearly Target Goals													
2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56x%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2 WLES

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

Yearly Target Goals													
2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024										
40%	44%	48%	52%	56%										

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan Orem Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 18% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	26	32	59	45	82	50	54	23	28	44	36	47	38	
2021	32	37	61	48	83	53	56	28	33	49	40	52	45	
2022	38	42	63	51	84	55	58	31	38	53	45	57	52	
2023	41	49	65	53	85	57	61	34	45	57	49	61	59	
2024	44	51	67	55	86	59	63	37	48	59	51	64	62	
2019	18%	16%	22%	*	-	-	-	*	0%	18%	*	26%	-	18%
2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-

Early Childhood Math Progress Measure 1 OES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021	2022	2023	2024
40%	44%	48%	52%	56%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

Early Childhood Math Plan College Station Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 46% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	49%	52%	54%	56%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	40	36	59	45	82	50	54	23	36	44	37	47	47
2021	42	41	61	47	83	53	56	27	39	48	41	52	51
2022	44	45	63	50	84	55	58	30	42	52	45	57	56
2023	46	49	65	53	85	57	61	34	45	57	49	61	59
2024	48	51	67	55	86	59	63	37	48	59	51	64	62
2019	46%	38%	31%	56%	-	*	-	*	33%	*	27%	-	46%
2018	-	-	-	-	-	-	-	-	-	-	-	-	-

Early Childhood Math Progress Measure 1 CSES

EXAMPLE: The percent of K students that score on grade level or above in math will increase from 46% to 68% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	53%			59%			64%			68%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56x%	52%	29%	40%	N/A	44%	N/A	N/A
2021	43%	50%	68%	57%	85%	62%	60%	35%	46%	N/A	51%	N/A	N/A
2022	48%	56%	73%	62%	92%	66%	67%	41%	52%	N/A	57%	N/A	N/A
2023	53%	61%	77%	65%	97%	69%	73%	46%	57%	N/A	61%	N/A	N/A
2024	56%	63%	79%	67%	98%	71%	75%	49%	60%	N/A	63%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 1st grade students that score on grade level or above in math will increase from 46% to 64% by June 2024 using the Imagine Math tool.

Yearly Target Goals

2020	2021			2022			2023			2024			
46%	51%			56%			60%			64%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	37%	43%	62%	51%	77%	56%	52%	29%	40%	50%	44%	N/A	N/A
2021	41%	48%	66%	55%	83%	60%	58%	33%	44%	55%	49%	N/A	N/A
2022	45%	53%	70%	59%	89%	63%	64%	38%	49%	xx%	54%	N/A	N/A
2023	49%	57%	73%	61%	93%	65%	69%	42%	53%	xx%	57%	N/A	N/A
2024	52%	59%	75%	63%	94%	67%	71%	45%	56%	xx%	59%	N/A	N/A

Early Childhood Math Progress Measure 2

EXAMPLE: The percent of 2nd grade students that score on grade level or above in math will increase from 42% to 60% by June 2024 using the MAP tool.

Yearly Target Goals

	2020		2021		2022		2023		2024				
	42%		47%		52%		56%		60%				
Closing the Gaps Student Groups Yearly Targets													
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	33%	39%	58%	47%	73%	52%	46%	25%	36%	46%	40%	49%	47%
2021	37%	44%	62%	51%	79%	56%	54%	29%	40%	51%	45%	55%	52%
2022	41%	49%	66%	55%	85%	59%	60%	34%	45%	57%	50%	61%	58%
2023	45%	54%	69%	57%	89%	61%	65%	39%	49%	61%	53%	65%	63%
2024	48%	55%	71%	59%	90%	63%	67%	41%	52%	63%	55%	68%	66%

Early Childhood Math Progress Measure 4

EXAMPLE: The percent of 3rd grade students that score on grade level or above in math will increase from 36% to 56% by June

Yearly Target Goals

2020	2021			2022			2023			2024			
40%	44%			48%			52%			56%			

Closing the Gap Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special Ed	EL	Cont.	Non-Cont.
2020	31	37	56	45	71	50	46	23	34	44	38	47	45
2021	34	41	59	48	76	53	51	26	37	48	42	52	49
2022	37	45	62	51	81	55	56	30	41	53	46	57	54
2023	41	49	65	53	85	57	61	34	45	57	49	61	59
2024	44	51	67	55	86	59	63	37	48	59	51	64	62

EC Math Targeted Professional Development Plan

1) In August, all Kindergarten - 8th grade Math teachers will participate in Imagine Math Reports training that includes a focus

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 69% to 74% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
70%	71%	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	42	77	62	42	90	39	70	27	51	43	65	60	31
2021	44	77	65	44	91	43	70	30	53	46	66	63	34
2022	46	78	67	48	92	46	71	34	55	50	67	67	38
2023	48	78	70	52	93	49	71	37	57	53	68	70	41
2024	50	79	72	54	94	51	72	39	59	55	69	72	43

All Students

Federal 2021 Target	47%	31%	41%	58%	42	76%	39	53%	27%	39%	--	30%	--	--
State 2019	63%	49%	60%	72%	58	85%	58	66%	54%	56%	50%	49%	68%	45%
ILTexas 2019	69%	41%	77%	60%	*	89%	-	70%	90%	65%	*	66%	74%	61%
ILTexas 2018	64%	*	68%	57%	-	*	*	*	*	51%	*	*	70%	60%

CCMR Progress Measure 1

The percent of CCMR students that meet the requirement for College Ready will increase from 64% to 74% in 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	67%	69%	72%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More	Special Ed	Eco. Disadv.	Special Ed	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	32	62	50	32	74	29	53	20	54	32	36	45	23
2021	33	64	52	33	76	32	53	23	56	35	38	47	26
2022	34	66	54	36	78	35	53	26	58	38	40	50	29
2023	36	68	56	39	80	37	54	28	60	40	42	52	31
2024	38	70	58	41	82	38	54	29	62	41	44	54	32

CCMR Progress Measure 2

The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 15% in 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
10%	11%	12%	14%	15%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	6	12	9	6	14	6	11	5	8	7	10	9	5
2021	7	12	10	7	14	7	11	5	8	7	10	9	5
2022	7	12	10	7	14	7	12	5	8	8	11	10	6
2023	7	12	11	8	14	7	12	6	9	9	11	10	6
2024	8	12	11	8	14	8	13	6	9	9	12	11	7

CCMR Plan for ILTexas Garland HS Goals

The percentage of graduates that meet the criteria for CCMR will increase from 66% to 74% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	69%	71%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	44	72	58	42	83	39	53	27	51	43	65	60	31	
2021	46	72	61	45	84	42	56	30	53	46	66	63	34	
2022	48	73	64	48	85	45	59	34	55	50	67	67	38	
2023	50	73	68	52	86	49	63	37	57	53	68	70	41	
2024	52	74	70	54	88	51	64	39	59	55	69	72	43	
2019	66%	44%	72%	56%	*	83%	-	*	88%	67%	*	63%	70%	55%
2018	65%	*	68%	62%	-	*	*	*	51%	*	*	70%	61%	

CCMR Progress Measure 1 GHS

The percent of CCMR students that meet the requirement for College Ready will increase from 60% to 74% in 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	62%	67%	70%	71%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.	
2020	33	65	54	32	68	29	53	20	60	32	42	45	23	
2021	34	66	55	33	72	32	53	23	61	35	43	47	26	
2022	35	67	56	36	75	35	53	26	62	38	44	50	29	
2023	36	68	57	39	79	37	54	28	63	40	45	52	31	
2024	38	70	58	41	82	38	54	29	64	41	46	54	32	
GHS	60.40%	33.30%	67.60%	53.30%	*	66.70%	-	*	25.00%	62.30%	n/a	45.50%	n/a	n/a

CCMR Progress Measure 2 GHS

The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 15% in 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
11%	12%	13%	14%	15%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	11	12	7	6	15	6	11	50	11	7	25	9	5
2021	12	12	8	7	15	7	11	50	12	7	26	9	5
2022	13	13	9	7	16	7	12	51	13	8	27	10	6
2023	14	13	10	8	16	7	12	51	14	9	28	10	6
2024	15	14	11	8	17	8	13	52	15	9	29	11	7

CCMP Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

CCMR Plan for ILTexas Arlington - Grand Prairie HS Goals

The percentage of graduates that meet the criteria for CCMR will increase from 70% to 74% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
70%	71%	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled	
2020	42	78	50	42	90	39	70	27	60	43	68	77	50	
2021	44	79	55	44	91	43	70	30	61	46	69	78	51	
2022	46	80	60	48	92	46	71	34	62	50	70	79	52	
2023	48	81	65	52	93	49	71	37	63	53	71	80	53	
2024	50	82	72	54	94	51	72	39	64	55	72	81	54	
2019	72%	42%	82%	50%	-	*	-	*	*	61%	-	71%	80%	53%
2018	-	-	-	-	-	-	-	-	-	-	-	-	-	-

CCMR Progress Measure 1 AGPHS

The percent of CCMR students that meet the requirement for College Ready will increase from 68% to 74% in 2024.

Yearly Target Goals														
2020		2021			2022			2023			2024			
68%		70%			71%			72%			74%			
Closing the Gaps Student Groups Yearly Targets														
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.	
2020	45	70	50	32	74	29	53	20	54	32	36	45	23	
2021	46	71	52	33	76	32	53	23	56	35	38	47	26	
2022	47	72	54	36	78	35	53	26	58	38	40	50	29	
2023	48	73	56	39	80	37	54	28	60	40	42	52	31	
2024	49	74	58	41	82	38	54	29	62	41	44	54	32	
2019	67.70%	45.50%	75.00%	50.00%	-	*	-	*	*	58.80%	n/a	*	n/a	n/a

CCMR Progress Measure 2 AGPHS														
The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 15% in 2024.														
Yearly Target Goals														
2020		2021			2022			2023			2024			
10%		11%			12%			14%			15%			
Closing the Gaps Student Groups Yearly Targets														
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.	
2020	6	12	9	6	14	6	11	5	8	7	10	9	5	
2021	7	12	10	7	14	7	11	5	8	7	10	9	5	
2022	7	12	10	7	14	7	12	5	8	8	11	10	6	
2023	7	12	11	8	14	7	12	6	9	9	11	10	6	
2024	8	12	11	8	14	8	13	6	9	9	12	11	7	
2019	9.20%	4.50%	10.20%	8.30%	-	*	-	*	*	7.40%	n/a	*	n/a	n/a

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

CCMR Plan for ILTexas Keller - Saginaw HS Goals

The percentage of graduates that meet the criteria for CCMR will increase from 72% to 76% by August 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
72%	73%	74%	75%	76%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	32	82	72	32	74	29	53	20	62	32	36	45	45
2021	33	82	73	33	76	32	53	23	63	35	38	47	47
2022	34	84	74	36	78	35	53	26	64	38	40	50	50
2023	36	84	75	39	80	37	54	28	65	40	42	52	52
2024	38	86	76	41	82	38	54	29	66	41	44	54	54
2019	72%	30%	86%	71%	-	*	-	-	65%	-	*	-	72%
2018	-	-	-	-	-	-	-	-	-	-	-	-	-

CCMR Progress Measure 1 KSHS

The percent of CCMR students that meet the requirement for College Ready will increase from 69% to 74% in 2024.

Yearly Target Goals														
2020	2021			2022			2023			2024				
60%	71%			72%			75%			77%				
Closing the Gaps Student Groups Yearly Targets														
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.	
2020	20	20	65	32	74	29	53	20	56	32	36	45	23	
2021	24	22	67	33	76	32	53	23	58	35	38	47	26	
2022	28	23	69	36	78	35	53	26	60	38	40	50	29	
2023	32	24	70	39	80	37	54	28	62	40	42	52	31	
2024	35	26	71	41	82	38	54	29	64	41	44	54	32	
	68.80%	20.00%	85.70%	66.70%	-	*	-	-	-	60.00%	n/a	*	n/a	n/a

CCMR Progress Measure 2 KSHS														
The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 15% in 2024.														
Yearly Target Goals														
2020	2021			2022			2023			2024				
10%	11%			12%			14%			15%				
Closing the Gaps Student Groups Yearly Targets														
	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.	
2020	16	8	9	6	14	6	11	5	10	7	10	9	5	
2021	17	9	10	7	14	7	11	5	11	7	10	9	5	
2022	18	10	10	7	14	7	12	5	12	8	11	10	6	
2023	19	11	11	8	14	7	12	6	13	9	11	10	6	
2024	20	12	11	8	14	8	13	6	14	9	12	11	7	
2019	10.90%	20.00%	7.10%	8.30%	-	*	-	-	-	10.00%	n/a	*	n/a	n/a

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

CCMR Plan for ILTexas Katy - Westpark HS Goals

The percentage of graduates that meet the criteria for CCMR will increase to 74% by August 2024 - KWPHS will have it's first class of seniors evaluated in 2021 accountability system .

Yearly Target Goals

2020	2021	2022	2023	2024
70%	71%	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	42	77	62	42	90	39	70	27	51	43	65	60	31
2021	44	77	65	44	91	43	70	30	53	46	66	63	34
2022	46	78	67	48	92	46	71	34	55	50	67	67	38
2023	48	78	70	52	93	49	71	37	57	53	68	70	41
2024	50	79	72	54	94	51	72	39	59	55	69	72	43
2019	-	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-	-

CCMR Progress Measure 1 KWPHS

The percent of CCMR students that meet the requirement for College Ready will increase to 74% in 2024. KWPHS will have it's first class of seniors evaluated in 2021 accountability system.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	67%	69%	72%	74%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	32	62	50	32	74	29	53	20	54	32	36	45	23
2021	33	64	52	33	76	32	53	23	56	35	38	47	26
2022	34	66	54	36	78	35	53	26	58	38	40	50	29
2023	36	68	56	39	80	37	54	28	60	40	42	52	31
2024	38	70	58	41	82	38	54	29	62	41	44	54	32

CCMR Progress Measure 2 KWPHS

The percent of CCMR students that meet the requirement for Career or Military Ready will increase from to 15% in 2024. KWPHS will have it's first class of seniors evaluated in 2021 accountability system.

Yearly Target Goals

2020	2021	2022	2023	2024
10%	11%	12%	14%	15%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	6	12	9	6	14	6	11	5	8	7	10	9	5
2021	7	12	10	7	14	7	11	5	8	7	10	9	5
2022	7	12	10	7	14	7	12	5	8	8	11	10	6
2023	7	12	11	8	14	7	12	6	9	9	11	10	6
2024	8	12	11	8	14	8	13	6	9	9	12	11	7

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

CCMR Plan for ILTexas Windmill Lakes - Orem HS Goals

The percentage of graduates that meet the criteria for CCMR will increase to 74% by August 2024 - WLOHS will have it's first class of seniors evaluated in 2023 accountability system .

Yearly Target Goals

2020	2021	2022	2023	2024
N/A	N/A	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	No Graduates												
2021	No Graduates												
2022	46	78	67	48	92	46	71	34	55	50	67	67	38
2023	48	78	70	52	93	49	71	37	57	53	68	70	41
2024	50	79	72	54	94	51	72	39	59	55	69	72	43
2019	-	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-	-

CCMR Progress Measure 1 WLOHS

The percent of CCMR students that meet the requirement for College Ready will increase from to 74% in 2024. WLOHS will have it's first class of seniors evaluated in 2023 accountability system.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	67%	69%	72%	74%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	No Graduates												
2021	No Graduates												
2022	34	66	54	36	78	35	53	26	58	38	40	50	29
2023	36	68	56	39	80	37	54	28	60	40	42	52	31
2024	38	70	58	41	82	38	54	29	62	41	44	54	32

CCMR Progress Measure 2 WLOHS

The percent of CCMR students that meet the requirement for Career or Military Ready will increase from to 15% in 2024. WLOHS will have it's first class of seniors evaluated in 2023 accountability system.

Yearly Target Goals

2020	2021	2022	2023	2024
10%	11%	12%	14%	15%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	No Graduates												
2021	No Graduates												
2022	7	12	10	7	14	7	12	5	8	8	11	10	6
2023	7	12	11	8	14	7	12	6	9	9	11	10	6
2024	8	12	11	8	14	8	13	6	9	9	12	11	7

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

CCMR Plan for ILTexas Lancaster - Desoto HS Goals

The percentage of graduates that meet the criteria for CCMR will increase to 74% by August 2024 - LDHS will have it's first class of seniors evaluated in 2023 accountability system .

Yearly Target Goals

2020	2021	2022	2023	2024
N/A	N/A	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2020	No Graduates												
2021	No Graduates												
2022	46	78	67	48	92	46	71	34	55	50	67	67	38
2023	48	78	70	52	93	49	71	37	57	53	68	70	41
2024	50	79	72	54	94	51	72	39	59	55	69	72	43
2019	-	-	-	-	-	-	-	-	-	-	-	-	-
2018	-	-	-	-	-	-	-	-	-	-	-	-	-

CCMR Progress Measure 1

(Used in applicable Campus Plans with campus targets)

The percent of CCMR students that meet the requirement for College Ready will increase from 64% to 74% in 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	67%	69%	72%	74%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	No Graduates												
2021	No Graduates												
2022	34	66	54	36	78	35	53	26	58	38	40	50	29
2023	36	68	56	39	80	37	54	28	60	40	42	52	31
2024	38	70	58	41	82	38	54	29	62	41	44	54	32

CCMR Progress Measure 2

(Used in applicable Campus Plans with campus targets)

The percent of CCMR students that meet the requirement for Career or Military Ready will increase from 10% to 15% in 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
10%	11%	12%	14%	15%

Closing the Gaps Student Groups Yearly Targets

	African	Hispanic	White	American	Asian	Pacific	Two or	Special Ed	Eco.	Special	EL	Cont.	Non-Cont.
2020	No Graduates												
2021	No Graduates												
2022	7	12	10	7	14	7	12	5	8	8	11	10	6
2023	7	12	11	8	14	7	12	6	9	9	11	10	6
2024	8	12	11	8	14	8	13	6	9	9	12	11	7

CCMR Targeted Professional Development Plan

This is the section that can be used for detailing campus actions and implementation steps that may include: strategies; materials; personnel responsible; timelines; and funding sources.

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August			Train teachers, IC's, Principal's on how and what reports to run in iStation each month and how to read the data. Reading Academy - All Principal's, K-2, 3-5 AP's and Instructional coaches will begin the reading academy training.
September	ISIP Goals - 1st graders - at least 42% of the students will be at or above level 3. 2nd grade - at least 58% will be at or above level 3, 3rd grade - at least 58% of students will be at or above level 3 (at or above the 50th percentile)	All 1st-3rd grade students will take the ISIP by the 5th school day of the month.	
October	ISIP - Kinder - At least 35% of the students will at or above level 3 (at or above the 50th percentile)	All K-3rd grade students will take the ISIP by the 5th school day of the month.	
November		All K-3rd grade students will take the ISIP by the 5th school day of the month.	
December		All K-3rd grade students will take the ISIP by the 5th school day of the month.	
January		All K-3rd grade students will take the ISIP by the 5th school day of the month. Meet with each campus to review MOY data	
February		All K-3rd grade students will take the ISIP by the 5th school day of the month.	
March		All K-3rd grade students will take the ISIP by the 5th school day of the month.	
April		All K-3rd grade students will take the ISIP by the 5th school day of the month.	
May	ISIP Goals – Kinder – at least 50% of the students are at or above level 3. 1st graders - at least 55% of the students will be at or above level 3. 2nd grade - at least 60% will be at or above level 3, 3rd grade - at least 60% of students will be at or above level 3.	All K-3rd grade students will take the ISIP by the 5th school day of the month.	
June			Reading Academy - All Principal's, K-2, 3-5 AP's and Instructional coaches will have completed and passed all modules in the reading academy training.
July			

Level 3 - at or above the 50%tile

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	At least 35% of Kindergarten students will be on grade level using the Imagine Math BOY Benchmark Tool. At least 31% of 1st Grade students will be on grade level using the Imagine Math BOY Benchmark Tool. At least 27% of 2nd Grade students will be on grade level using the MAP BOY Tool. At least 24% of 3rd Grade students will be on grade level using the MAP BOY Tool.		K-8 Imagine Math Reports / Quantile measures training (includes responding to individual reports); K-2 Imagine Math training; 1st 6 weeks Curriculum Preview video K-3rd grade posted by 8/01/2020.
September		The math department will review the benchmark data with the campus principal and with the classroom teachers and will help the classroom teachers identify areas of strengths and weakness in students and create a plan for students to grow.	2nd 6 weeks Curriculum Preview video K-3rd grade posted by 09/07/2020.
October			K-12 October PD focused on sequencing lessons in a way that allows students to construct understanding, increase procedural fluency, and problem solve in unique situations successfully. 3rd 6 weeks Curriculum Preview video K-3rd grade posted by 10/19/2020.
November			
December	At least 45% of Kindergarten students will be on grade level using the Imagine Math BOY Benchmark Tool. At least 41% of 1st Grade students will be on grade level using the Imagine Math BOY Benchmark Tool. At least 37% of 2nd Grade students will be on grade level using the MAP BOY Tool. At least 34% of 3rd Grade students will be on grade level using the MAP BOY Tool.		4th 6 weeks Curriculum Preview video K-3rd grade posted by 12/14/2020.
January		The math department will review the benchmark data with the campus principal and with the classroom teachers and will help the classroom teachers identify areas of strengths and weakness in students and create a plan for students to grow.	
February			K-2 February PD focused on math workshop model. 3rd Grade PD focused on STAAR Review and preparation for the STAAR test using Lead4Ward strategies. 5th 6 weeks Curriculum Preview video K-3rd grade posted by 02/01/2021.
March			6th 6 weeks Curriculum Preview video K-3rd grade posted by 03/30/2021.
April			
May	At least 53% of Kindergarten students will be on grade level using the Imagine Math BOY Benchmark Tool. At least 51% of 1st Grade students will be on grade level using the Imagine Math BOY Benchmark Tool. At least 47% of 2nd Grade students will be on grade level using the MAP BOY Tool. At least 44% of 3rd Grade students will be on grade level using the STAAR test.		
June			
July			

School Board Monitoring Calendar

Month	Goal / Progress Measure	Evaluations / Other Business	Trainings
August	Run CCMR Warning Report		Meet with each HS campus Leadership in conjunction with ASP counselor to review PSAT, TSIA, SAT, AP/DC Enrollment, AP Scores, CCMR Warning System
September	Goal: establish baseline data for district and HS campuses for 9th grade PSAT (920) or higher, 10th grade TSIA Mathematics (350) or higher - Reading: (351) or higher, and 11th grade SAT composite score (1070) or higher, AP/ DC Total Enrollment District and campus. AP Scores 3 or higher (District/Campus)	Evaluate Previous Year data: SAT, PSAT, TSIA, AP/DC Enrollment, AP Scores 3 or higher (district and campus), DC course completion 70 or higher. Counselor Survey: Student Intent to enlist	ASP Student/Parent Campus College Guidance Training
October	9th grade PSAT: Estimated goal based on 10th grade performance, 34% college ready scale score 920 or higher based on PSAT/SAT conversion.		ASP Student/Parent Campus College Guidance Training
November			ASP Student/Parent Campus College Guidance Training
December			ASP Student/Parent Campus College Guidance Training, Meet with each HS School campus to review 9th grade PSAT data.
January		9th grade PSAT, current year enrollment AP/DC	District 11th grade SAT PREP, Student/Parent Campus College Guidance Training, 10th grade TSIA Prep
February	10th grade TSIA Testing on campus, TSIA Mathematics (350) or higher - Reading: (351) or higher, Baseline year for 10th grade		District 11th grade SAT PREP, Student/Parent Campus College Guidance Training, 10th grade TSIA Prep
March	11th grade SAT ; 28% of 11th graders will qualify as College Ready (1070 or higher)		District 11th grade SAT PREP, Student/Parent Campus College Guidance Training
April			Campus Based AP PREP, Student/Parent Campus College Guidance Training
May	Counselor Survey: Student Intent to enlist, Run CCMR Warning Report		Meet with each HS campus Leadership in conjunction with ASP counselor to review current year TSIA and SAT, 12th Grade CCMR
June			
July	AP Scores released	Begin Summer Evaluation, end of current year data: SAT, PSAT, TSIA, AP/DC Enrollment, AP Scores 3 or higher (district and campus), DC course completion 70 or higher. Counselor Survey: Student Intent to enlist	

Board Outcome Goal Progress Monitoring Report

Board Outcome Goal Being Monitored: (insert goal)

Overall Evaluation
On Track

Progress Measure

Progress Measure being Monitored: (insert Goal Progress Measure)

(insert progress measure overall district data and graphs)

Closing the Gaps Student Groups

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
Current	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%
2020 Goal	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%	xx%

Campus Updates

Campus 1: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus 2: (insert data, information, and specific plans moving forward)

Campus 3: (insert data, information, and specific plans moving forward)

Campus 4: (insert data, information, and specific plans moving forward)

Campus 5: (insert data, information, and specific plans moving forward)

Campus 6: (insert data, information, and specific plans moving forward)

Campus 7: (insert data, information, and specific plans moving forward)

Campus Evaluation

Campus Evaluation

Campus Evaluation

Campus Evaluation

Campus Evaluation

Campus Evaluation

Supporting Materials

(Insert Supportitng materials and information)