

2019-2020
Individual Graduation
Committee (IGC)
Manual



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Individual Graduation Committee (IGC) for 2019-2020

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Overview

Senate Bill 149 and 463 allows school districts to offer alternatives for students who have not met the standard on the End-of-Course (EOC) exams. Furthermore, Senate Bill 213 extended IGC's through September 1, 2023. The campus administration will select an Individualized Graduation Committee (IGC) to review eligibility and provide a plan for students to meet the graduation requirements. The IGC must meet to review student eligibility, create a plan for interventions, provide oversight for the process, and ensure the student's intervention plan is completed successfully. Strict adherence to these District guidelines will be monitored by the campus and District administration.

Eligible Students

Two groups of students qualify to complete the IGC process. 1. Students who were enrolled and classified as 11th or 12th graders during the 2014-2015 through 2022-2023 school years are part of the STAAR IGC Program. 2. Students who entered grade 9 before the 2011-2012 school year are part of the TAKS IGC program. Students, in both groups, must successfully complete the curriculum requirements for high school graduation. Students may only qualify during their 11th and 12th grade year for graduation after the IGC has convened and implemented the student plan or if they had previously completed their high school program. The IGC process may be held for "No more than two EOC exams." Students must have the opportunity to attempt the exam and not performed satisfactorily on the applicable EOC exams not just the original test. Also, students must have been provided remediation for the EOC which the IGC is creating a plan. Students must be enrolled in the District or have successfully completed their high school program during the TAKS era to be eligible for the IGC. TAKS IGC students have additional requirements listed below. Graduation decisions can only be made during the 12th grades year. ***Students who have petitioned to graduate early, must satisfy all graduation requirements and do not qualify to have and IGC.***

Students who have met proficiency on the TSI for Algebra I or English II may also substitute those scores for Alg. I or ENG II. ELL students who use the English I Provision will have that provision count as one of the two assessments for the IGC. If English I is the only EOC exam an ELL student needs, they do not have an IGC review in order to graduate. SPED students may fall under the IGC determination if they have taken the non-modified EOC exams; SPED students who have taken modified EOC exams will go to ARD for graduation consideration as in previous years.

Individual Graduation Committee Members

The IGC will be comprised of at least:

- (1) the principal or principal's designee;
- (2) the teacher of the course of the (EOC) on which the student failed to perform satisfactorily;
- (3) the department chair or lead teacher supervising the teacher
- (4) the student's school counselor;
- (5) the student's parent or guardian if applicable.

Additional members may serve on the IGC, but the above members must be present. The student may also attend the IGC meeting to develop the intervention plan. If the student is at least 18 years of age or is an emancipated minor a parent is not required however, they should be included.



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The IGC can meet for both EOC exams, that the student missed the standard, at the same time, the appropriate members should be included as it is required to have the teacher for that EOC area present. Teachers may not be available who directly taught students during the year they originally took the EOC exams, a teacher currently teaching the EOC course may be the teacher on the IGC.

Distinguished Level/ Foundation School Program Plans

The IGC does not make any recommendation nor change the students' graduation plan eligibility. Under the guidelines published by the TEA, these student programs are not affected by the SB 149, 463, and 213, only the assessments (EOC). If a student is currently on a program such as the FSP or DL, they still may graduate under those plans and use the IGC to develop the alternatives for up to two EOC exams. Likewise, students may also achieve performance acknowledgements and use the IGC alternatives to graduate where applicable. Students who graduate under the IGC may also earn an Endorsement under the Foundation School Program (FSP).

Notification of Parents/Guardians

The school district shall provide an appropriate translator, if available, for the appropriate person who is unable to speak English. The school district shall ensure a good faith effort is made to timely notify the appropriate person described under of the time and place for convening the individual graduation committee and the purpose of the committee. Documentation must be maintained that parents were notified of the IGC meeting.

IGC Process

The IGC will meet to determine if the student is eligible to graduate with the alternative measures that may be put in place. All students who have not met the standard on all five EOC exams must be reviewed by the IGC and a determination must be made if they will be assigned additional measures. Students' scores may not be available, but the IGC committee can meet to determine if any students already qualify for the IGC alternatives. Once scores are available, the IGC can convene and either continue with the student alternatives, or close the IGC if scores demonstrate that students met the standards. No more than two EOC exams may use the IGC process.

The IGC will create a plan which will be documented in the RTI Module of the district's online system so that the intervention plan is part of the student's permanent record. Each EOC remediation will be entered as an intervention and the required documentation should be attached to the student's RTI record. For the alternative plan, the IGC will meet a minimum of twice for each student; once at the beginning to assign the alternative methods and upon completion. The IGC may meet more often as deemed necessary by the committee.

Once the student has completed their alternatives for each of their EOC's, the IGC must meet again to make the final graduation determination. The IGC will document the process and place the graduation determination paperwork in the students' permanent record and document the status in the online system.



Remediation, Project/Portfolio for Student Success

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Remediation

Remediation is required by the IGC committee. Remediation times which include tutoring, coursework, Saturday campus, Credit Recovery assignments, and zero periods should be reviewed. Additional remediation is required for each of the two EOC's that the students did not meet the standards. The IGC can assess if the remediation that the student already completed was sufficient enough to ensure mastery of the content for the EOC. If the IGC feels the student needs more remediation, then the IGC must create a plan for the student. The IGC should document the process in the RTI Module. Also, students must have either a Project or Portfolio for each EOC that they did not meet the standard.

Project

If the IGC assigns a project for the student to complete, the project must be related to the EOC course exam(s) which the student did not meet the standard. The Department chair and teacher, should review the student's EOC scores and determine the TEKS and the reporting categories where the student did not show mastery and base the project on these. The IGC will then review the project outline, timelines for completion, and final product. If the student successfully completes the project, then the IGC will determine their graduation status. The IGC can prescribe a Project for each EOC; students who need two alternative methods therefore, could complete two projects if they were assigned by the IGC. The project will be documented in the RTI Module.

Portfolio

If the IGC assigns a portfolio for the student to compile, the portfolio must be related to the EOC course exam(s) which the student did not meet the standard. The Department chair and teacher, should review the student's EOC scores and determine the TEKS and the reporting categories where the student did not show mastery and base the portfolio on these. The IGC will then review the portfolio outline, timelines for completion, and final product. If the student successfully completes the portfolio, then the IGC will determine their graduation status. The IGC can prescribe a portfolio for each EOC; students who need two alternative methods therefore, could complete two portfolios if they were assigned by the IGC. Students who need alternatives for two EOC's can also complete a project and a portfolio. The portfolio will be documented in the RTI Module.

Additional Considerations for Grade 12 Students for the 2019-2020 School Year

In addition to the criteria prescribed by law, IGCs will take into account the following when determining if a student qualifies for graduation:

- Student is enrolled in EOC course(s) and/or remediation.
- Student is attending and passing the course(s) and/or remediation for the subject(s) for the failed EOC.
- Student is re-taking the EOCs that he/she failed at every opportunity available.
- Student shows improvement in his/her EOC score(s).
- Student is receiving a passing grade in the current course(s) related to the subject(s) for the failed EOC.



Students in Ninth Grade Prior to 2011-2012

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Alternative Requirements: To be eligible to graduate and receive a high school diploma under these provisions, an eligible individual must demonstrate proficiency to the satisfaction of the Local Individual Graduation Committee in the content areas related to the assessments on which the individual has **not** performed satisfactorily. As approved by the Board, proficiency must be established through **one or more** of the following factors:

1. The individual's grade in each course in the subject areas applicable to the assessments on which the individual has not performed satisfactorily;
2. The individual's score on each assessment instrument on which the individual has failed to perform satisfactorily;
3. The individual's performance on any projects or work samples in the subject areas applicable to the assessments on which the individual has not performed satisfactorily (including any projects or work samples identified and assigned by the Local Graduation committee to be completed by the individual);
4. The individual's participation in offered remediation;
5. The individual's school attendance rate;
6. The individual's transcript of course work;
7. The individual's completion of career and technical education program courses; or
8. Any other academic, work, or life experience determined to be relevant by the Local Graduation Committee. Such as:
 - a. has met the performance standard on an alternate assessment as specified in 19 TAC §101.4003 (SAT, ACT, STAAR Scores)
 - b. has performed satisfactorily on the applicable subject-area test of a state-approved high school equivalency examination in accordance with 19 TAC §89.43(a)(4) relating to Eligibility for a Texas and GED programs
 - c. provides evidence of attainment of an industry-recognized postsecondary license or certification in accordance with 19 TAC §74.1003 of this title (relating to Industry-Based Certifications for Public School accountability);
 - d. provides evidence of current active duty service in the armed forces or a DD Form 214 indicating honorable or general discharge from the armed forces; or has successfully completed college-level coursework and earned college credit.

The Local Individual Graduation Committee (IGC) for TAKS era eligible individuals shall consist of the following:

1. The district assistant superintendent for curriculum (or designee);
2. A representative of the district with knowledge of the assessments on which the individual has not performed satisfactorily and the subject areas covered by such assessments; and
3. The individual seeking graduation under these provisions.



Individual Graduation Committee (IGC) Quick Steps 2019-2020

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The IGC process will consist of three steps:

1. Students for whom an IGC will be convened are identified.
 - a. Campuses will identify students for whom an IGC will be convened using the criteria in the law (i.e. the student is classified as grade 12, has failed up to two EOCs, and is on track to meet all other district and state graduation requirements.).
 - b. Campuses will schedule an IGC for each identified student and notify the parents of the meeting.
 - c. Campuses will gather the data necessary for the committee to make its initial recommendations (see IGC Recommendation Form).

2. The IGC committee meets to determine the student's eligibility and to assign additional requirements.
 - a. The committee uses the data gathered to determine the student's good-faith effort to graduate, and to consider all issues required by law.
 - b. The committee assigns the remediation activities(s) to be completed by the student.
 - c. The committee assigns the portfolio/project to be turned in by the student.
 - d. The committee will set a deadline (date) for the completion of all additional requirements.
 - e. All committee recommendations will be documented in the RTI Module of the students' permanent record.
 - f. The committee sets a date to review the student's completion of the assigned additional requirements.
 - g. Once the student has completed all required activities the "Status" will be updated in the RTI Module.

3. The IGC Committee meets to determine whether the student qualifies for graduation.
 - a. The committee reviews the student's completion of the assigned project/portfolio.
 - b. The committee reviews the student's completion of the assigned remediation activity(s).
 - c. The committee determines whether the student qualifies for graduation. In order for the student to be eligible, the committee must unanimously agree that the student qualifies for graduation (the decision is documented in the IGC Determination Form).



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Individual Graduation Committee Assessment and Recommendation

Date: _____ Grade Level: 11 12 TAKS ERA

Student Name: _____ **Student ID:** _____

Committee Members:

Principal / Designee: _____

Teacher: _____ Subject: _____

Teacher: _____ Subject: _____

Department Chair: _____ Subject: _____

Adult Student: _____ Grad. Year: _____

Parent / Advocate: _____

Counselor: _____

EOC/TAKS Scores:

Eng I	_____	_____	_____	Eng II	_____	_____	_____
	Score	Score	Progress		Score	Score	Progress

Alg I	_____	_____	_____	Bio	_____	_____	_____
	Score	Score	Progress		Score	Score	Progress

U.S. Hist	_____	_____	_____	_____ Student has tested as often as possible
	Score	Score	Progress	_____ Student has not tested often

Course grade(s) _____ Attendance rate: _____

EOC Remediation: _____ Attendance rate: _____

SAT, ACT, ASVAB Score(s): _____ CLEP Score(s): _____

TELPAS Score: _____ TSI Score: _____

Pre-AP, AP, Dual Credit course(s) taken: _____

CTE Program with a certificate/license: _____ College Prep Class: _____

Teacher assessment of student's preparedness for postsecondary success:

Other data: _____



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Additional Graduation Requirements

1. Mandatory Remediation (*Interventions Entered in RTI*)

The student must successfully complete the following remediation activities:

- Algebra I
 English I
 English II
 Biology
 U.S. History

2. Demonstration of Proficiency on the Subject

The student must demonstrate proficiency in the subject area by submitting:

- Project/Alternative meeting the following requirements:

- Portfolio meeting the following requirements:

- Requirements must be completed and turned in to the committee by _____

The assignment of additional requirements gives the student a one-time opportunity to qualify for graduation, and thus resubmission of work that was considered unacceptable will not be allowed.

The committee will reconvene to make a determination on _____.

- The committee has determined that the student **is not eligible** for additional requirements and **cannot graduate** at this time. The committee will not convene again this school year.

Committee Members

Principal / Designee:	_____	_____	_____
	Name	Signature	Date
Teacher:	_____	_____	_____
	Name	Signature	Date
Teacher:	_____	_____	_____
	Name	Signature	Date
Department Chair:	_____	_____	_____
	Name	Signature	Date
Department Chair:	_____	_____	_____
	Name	Signature	Date
Counselor:	_____	_____	_____
	Name	Signature	Date
Parent / Advocate:	_____	_____	_____
	Name	Signature	Date



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Individual Graduation Committee Determination

Date: _____

Grade Level: 12 TAKS

Student Name: _____

Student ID: _____

EOC/TAKS Scores: Eng _____ Eng II _____ Alg I _____ Bio _____
U.S. Hist _____

Items Considered:

- | | |
|---|--|
| <input type="checkbox"/> Recommendation of the teacher(s) | <input type="checkbox"/> Course grade |
| <input type="checkbox"/> EOC score | <input type="checkbox"/> Additional requirements recommended |
| <input type="checkbox"/> Hours of remediation attended | <input type="checkbox"/> Attendance rate |
| <input type="checkbox"/> Results from TSI assessments | <input type="checkbox"/> Pre-AP, AP, or Dual Credit core courses |
| <input type="checkbox"/> Results from CLEP assessments | <input type="checkbox"/> Results from SAT, ACT, and/or ASVAB |
| <input type="checkbox"/> CTE courses toward certificate/license | <input type="checkbox"/> Preparedness for postsecondary success. |
| <input type="checkbox"/> TELPAS Advanced High | <input type="checkbox"/> Other: _____ |

Graduation Qualifications:

- Student has successfully completed the curriculum requirements under TAC Section 28.025(a) or 28.025(h), and all other district requirements for graduation.
- Student has successfully completed all remediation /additional requirements recommended.
- The IGC unanimously agrees that the student has met all qualifications required to graduate under TAC Section 28.0258 (High School Diploma Awarded on Basis of IGC Review).

Graduation Determination:

The IGC has determined that the student:

- is eligible to graduate and receive a high school diploma under TAC Section 28.0258.
- is not eligible to graduate and receive a high school diploma at this time.

Committee Members

Principal / Designee:	_____	_____	_____
	Name	Signature	Date
Teacher:	_____	_____	_____
	Name	Signature	Date
Teacher:	_____	_____	_____
	Name	Signature	Date
Department Chair:	_____	_____	_____
	Name	Signature	Date
Adult Student:	_____	_____	_____
	Name	Signature	Date
Counselor:	_____	_____	_____
	Name	Signature	Date
Parent / Advocate:	_____	_____	_____
	Name	Signature	Date

SB149 – INDIVIDUAL GRADUATION COMMITTEE

Updated as of 8/1/2019

Download the handout at www.esc12.net/sb149

Presented by Denise Bell

www.esc12.net/sb149



What are Individual Graduation Committees?

- Enacted in 2015 and renewed in 2017 and 2019, Senate Bill 149 established the ability for a school district to grant a student a diploma when testing is the only obstacle.
- This bill expires on September 1, 2023. So all committees must have made their decisions and students graduated before this date.



Note – TSI as a substitute assessment in SB149

- Section 4 (a-3) states that “A student, who after retaking an end-of-course assessment instrument for Algebra I or English II, has failed to perform satisfactorily as required by Subsection (a), but who receives a score of proficient on the Texas Success Initiative (TSI) diagnostic assessment for the corresponding subject for which the student failed to perform satisfactorily the requirement concerning the Algebra I or English II end-of-course assessment, as applicable.”
- Translation: *Students who have taken retests at least once in Algebra I or English II, may use TSI as a substitute assessment if they achieve “college ready” on the corresponding pieces.*
- Score needed

TSI**	Mathematics	***	Reading	***	Reading	***
			Objective Writing/Sentence Skills	350	Objective Writing/Sentence Skills	350
			Writing	5	Writing	5

[^] To use the ACT as a substitute for the STAAR EOC English I or English II assessment, a student must take the optional ACT writing assessment and achieve a combined English/writing score of 18
^{*} The set passing score for the IB substitute assessments applies to both Standard Level and Higher Level examinations.
^{**} The TSI English language arts assessment may only be used to fulfill both the English I EOC and English II EOC requirements in those cases described by subsection (d)(1) of this section. In all other cases, an approved substitute assessment may be used in place of only one specific EOC assessment.
^{***} A student must meet the score indicating readiness to enroll in entry-level freshman coursework on the TSI assessment as specified in §4.57(a) of this title (relating to College Ready and Adult Basic Education (ABE) Standards).

- This expires September 1, 2023



REQUIREMENTS

Who? What? When?



So it all boils down to this...

- Enrolled as an 11th or 12th grader in years
- Completed all curricular requirements for diploma plan
 - Can be FHSP w/Endorsements or RHSP/MHSP
 - Committee graduation does not affect the type of diploma which is awarded
- Student has had an opportunity to re-test (not just original test)

Source: TEC 28.0258 and Chapter 74.1025



So it all boils down to this...

- **Enrolled** as an 11th or 12th grader
- **Completed** all curricular requirements for a diploma plan
 - Can be FHSP w/Endorsements or RHSP/MHSP
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- Student has had an **opportunity to re-test** (not just original test)

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Who?

- Students **enrolled** and classified as 11th or 12th graders during:
 - 2014-15 through 2022-23
- Have failed 2 out of all of the EOC exams (the type of EOCs doesn't factor in) the student was required to take
- STAAR students and TAKS students qualify differently (See chapter 74 for those provisions)

Source: TEC 28.0258 and Chapter 74.1025



Students receiving special education services

- Students under the umbrella of an ARD Committee – these students' decisions are made by the ARDC (no project/portfolio review needed)
- ARDC decisions for this specific set of 11th and 12th graders does not affect diploma type if they have two or fewer exams under consideration

Under 19 TAC 89.1070(c), a student graduating under the FHSP may earn an endorsement if he or she:

- (1) completes the requirements in 19 TAC 74.12 (22 credits for the core courses) and the additional credit requirements in math, science, and elective courses with or without modified curriculum;
- (2) completes the courses required for the endorsement without any modified curriculum; and
- (3) performs satisfactorily on the required state assessments.

If the student does not meet the passing standard on all required state assessments, he or she cannot receive an endorsement due to the requirement in Under 19 TAC 89.1070(c)(3). However, if the student is classified in the 11th or 12th grade during the 2014-15, 2015-16, or 2016-17 school year, and has taken each state assessment and failed no more than two of the assessments, he or she can receive an endorsement if he or she has met the course and credit requirements in 19 TAC 89.1070(c) (1) and (2). See 19 TAC 89.1070(d).



Transfer credits and EOC exams

- Reminder: If a student is awarded credit for a course which has an EOC based upon coursework done in private school, another state, another country or home school, they are not required to take the EOC exam for that course to receive a diploma.
- So only the required EOC exams would be taken into consideration for this student with the same criteria of “no more than two”

Source: Chapter 101.3021 (e) and TEA FAQ #9



Make note for ELL students

- If a student qualified for and uses the ELL English I provision, whereby they do not have to retest on English I, will use that English I as one of the two assessments for the IGC.
- If the ELL student qualifies for and uses the ELL English I Provision, they do not need an IGC review to graduate if this is their only assessment not passed.
- It is the student’s choice to retest, not LPAC. They can retest at any time.
- ELL Provision qualifications:
 - First 3 years in Texas schools
 - Never having achieved Advanced High reading

Source: TAC 101.3022 (c), (e)(2)(A-B)



Grade level and enrollment

- No IGC can be convened before the end of a student's 11th grade year.
- No decision for graduation can be made before the student's 12th grade year
- A committee must be established for each student who qualifies – it is not a choice of the district or student
- Student must be actively enrolled. A district can choose to re-enroll a student who qualifies (consider *non-membership*).
- Student cannot graduate early via IGC.
- If a committee is established for the student and they transfer and diploma is not yet awarded, the other school "shall request information from the student's original individual graduation committee of record and shall implement the original individual graduation committee recommendations to the extent possible".

Source: 74.1025 and SB149 text



PROCEDURES

State rules and your choices



The committee members

- Principal or designee
- Teacher of the EOC course(s) for which student did not pass
 - If not available, someone designated by the principal a teacher certified in this course area and familiar with student
- Department chair or lead teacher supervising the EOC teacher
- Parent **OR** designated advocate (appointed by principal) **OR** student if over 18
 - The parent needs a translator, if the parent or designee does not speak English

Source: TEC 28.0258 and Chapter 74.1025



Notification required

Parent must be given notice in a timely manner of the meeting

- in person, via mail or email
- clear and easy to understand
- written in English or the native language as appropriate

Source: SB149 Text



Two meetings

- Initial IGC meeting – reviews the factors and assigns the student: (1) remediation and (2) the project/portfolio to show proficiency in the entire course for the EOC
 - If the student has two EOCs, they will assign these things for both tests/courses
- Decision IGC meeting – reviews the work provided by the student for showing proficiency in the EOC subject and makes decision about diploma based upon IGC
 - Unanimous decision is final and not appealable
- A student may submit work previously completed to the IGC for review.



Dates to note

- No initial IGC can be established after June 10th or before the start of the next school year.
- For the student to count as a graduate in district data that year, a decision must be made before August 31st. All students who graduate afterward will be reported in subsequent year's data.

Source: Chapter 74.1025



Factors to consider for review

There are 15 factors the committee can take into consideration. This is on a case by case basis.

Source: TEC 28.0258 and SB149 Text

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Recommendation of the teacher for the EOC course(s) test not passed 2. Student's grade in the relevant EOC course(s) 3. The student's score on each administration of the EOC exam(s). 4. The student's performance on the assigned project/portfolio 5. The number of hours remediation the student has attended | <ol style="list-style-type: none"> 6. Attendance rate 7. TSI exam performance as satisfactory for "college readiness" 8. Any successful dual credit in English, math, science, social studies 9. Any successful completion of AP, Pre-AP or IB courses in English, math, science, social studies 10. Rating of Advanced High on TELPAS (as relevant) 11. 50+ on CLEP exam 12. ACT, SAT or ASVAB exam scores 13. Completion of CTE courses required for a certification or industry credential 14. Student's overall preparedness for postsecondary success 15. Any other factors as designated by board of trustees for district |
|--|--|

The decision

- After reviewing the considerations, the IGC may determine the student is qualified to graduate.
- Student must complete the requirements set out by IGC and they must deem the work as satisfactory.
- The decision must be unanimous. (If not a unanimous then the diploma cannot be awarded via IGC.)
- The decision is final and may not be appealed.

District is responsible for documentation

These first two pieces will be needed for PEIMS reporting.

This might include:

- List of qualifying students
- List of students who received diploma via IGC
- parent notification
- student assessment history
- meeting minutes – including signatures
- evidence of factors used in decision
- student's work and remediation attendance

Source: Chapter 74.1025



Consider using documents provided by ESC 12 on our page www.esc12.net/sb149

- Checklists
- Sample forms for meetings
- Sample parent notification letters in English and Spanish
- TEA FAQ documents



Do they have to retest?

- A student must have been provided the opportunity to retest as long as they are enrolled because the IGC decision cannot be used to award the diploma until all curricular requirements are met.
- If a student is enrolled for more than one opportunity, they are to retest at each opportunity.

Source: Chapter 101.3022 (e)(3)



REPORTING

Which PEIMS submission gets what information?



PEIMS data collections

- SB149 requires that each year, districts report the number of students who qualified for the IGC and the number who receive a diploma via IGC decision.
- In fall 2015, the data was collected as two pieces in PEIMS
 - Number of IGCs established
 - Number of diplomas awarded via IGC
- There are two PEIMS elements which will capture this data in the future.
 - (E1562) - submission 1 - Leaver code 01, you will also report if this graduate was via IGC
 - (E1563) - submission 3 - whether an IGC has been *established* for this student (if not an 11th or 12th grader, there will be fatal edit)
- Your PEIMS personnel will get more of the specifics during trainings in the future.
- This collection expires on September 1, 2023

Source: TEC 28.0259 and TEA



SUPPORT FOR YOU

WWW.ESC12.NET/SB149

Denise Bell

254-297-1227



scholar.esc12.net

