

Federal Programs Policies & Procedures Manual



Abilene ISD Believes:

Connect

- Each child, staff member and parent needs positive personal connections within the district.
- Respect, care and having high expectations for each student is the foundation for learning.

Lead

- Initiative, innovation, and a strong work-ethic are important life skills for students and staff.
- Developing partnerships throughout the Abilene community builds connections for future leaders to give back to the community.

Succeed

- Intellectual, emotional, and physical safety are crucial components to a successful school environment.
- Critical thinking, collaboration and problem solving are essential for deep learning.

VISION: Equipped Learners. Brighter Futures

MISISON: AISD will equip learners to make a positive impact in their world through relevant, innovative, and challenging learning experiences.

FEDERAL PROGRAM STAFF

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SECTION I

GENERAL GUIDELINES

GENERAL GUIDELINES

INTENT AND PURPOSE

Funds from various federal programs provide supplemental funding for resources to help schools with high concentrations of students from low-income families provide a high-quality education that will enable all children to meet the state's student performance standards. Other federal programs serve all students in all demographics. It is important to be familiar with the program guidelines for all federal programs as the intent and purpose of each varies.

PRIOR PLANNING

All federal expenditures must be detailed in the Comprehensive Needs Assessment (CNA) and the Campus Improvement Plan (CIP) prior to the purchases being approved. All payroll expenses must also be in the CNA and campus improvement plans.

SUPPLEMENT, NOT SUPPLANT

Services provided with federal funds must be used to supplement (*increase the level of service*), and not supplant (*replace*). Supplanting would refer to services that would otherwise be provided to participating students with state and local funds.

Any program activity required by state law, State Board of Education (SBOE) rule, or local board policy may not be funded with federal funds. State and local funds may not be decreased or diverted for other uses merely because of the availability of federal funds.

On a Title I School-wide campus, Title I, Part A funds supplement the amount of funds available from non-federal sources for the campus, including funds to provide services that are required by law for children with disabilities and children with limited English proficiency.

"SUPPLEMENT, NOT SUPPLANT" TEST

When determining whether a fiscal expenditure supplements and does not supplant state or local funds, the campus must consider these three tests.

1. Test I: Required: Is the program or activity that the campus wants to fund required under state, local, or another federal law?
 - If it is, then it is supplanting (not allowed).
2. Test II: Equivalency: Were state or local funds used in the past year to pay for this program or activity?
 - If they were, then paying for them now with Federal funds is supplanting (not allowed)
3. Test III: Non-Title I Programs: Are the same programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds?
 - If yes, then this is supplanting (not allowed)

QUESTIONS BEFORE INITIATING A PURCHASE

The following questions should be answered prior to committing to a purchase/serve with federal funds:

1. Is it an identified need in the Comprehensive Needs Assessment?
2. Is it an activity or action in the Campus Improvement Plan?
3. Is this purchase supplemental? (use the “Supplement, Not Supplant” test)?
4. Will this purchase directly impact improving student achievement and address the identified needs in your Comprehensive Needs Assessment and Campus Improvement Plan?
5. Is the expense necessary to accomplish the goals of the federal program?
6. Will this purchase withstand the scrutiny of the public, auditors and the school board? Can you defend the purchase made with federal funds?
7. Is the purchase reasonable?
8. Is the purchase allowable per the grant?

If the response to any of the above questions is NO, then use another fund source. It does not mean it is not a good expense, it just shouldn't be a federal expense.

Abilene ISD purchasing policy applies to all purchases. Please refer to the *Purchasing Handbook*. All purchases using federal funds will meet federally compliant requirements.

SCIENTIFICALLY BASED RESEARCH

Federal funds used to initiate programs must be proven through scientifically based research to improve student academic achievement. Scientifically based research is defined as:

- Employs systematic, empirical methods that draw on observations or experimentation.
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the conclusions drawn.
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators.
- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs, or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the conditions of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls.
- Ensures experimental studies are presented in sufficient detail and with clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings.
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparable rigorous, objective scientific review.

TIME and EFFORT

Fully funded salary through a federal program:

A fully funded employee is one who receives 100% of their salary from Title I funds. The employee must complete two semi-annual Time and Effort Certification forms. These forms will be sent to the campus by the Federal Programs office to the campus principal. Forms will be signed, dated and returned within the time given.

Split-funded salary through Title I and another fund source

A split-funded employee is one who receives a portion of their salary from Title I funds. Documentation for this type of employee is more extensive, to ensure activities in other programs are not being completed while the employee is paid from federal funds.

Each of these employees must complete a monthly Activity report, as well as a month Time & Effort Certification form. These forms are signed by the employee and their supervisor and must be submitted monthly by the due date.

PRIVATE NON-PROFIT PARTICIPATION

Private Non-Profit schools may participate in any of Every Student Success Act (ESSA) grants. This grant consists of Title I, Part A, Title II, Title III, and Title IV. Each spring a public hearing is held inviting all private non-profits within the community to hear more about each of the programs available and resources available to their schools. Notification of the public hearing is made in the Abilene Reporter News for a minimum of three days. This is found in their hard copy and their online publication.

If a Private Non-Profit school chooses to participate in any of the grants included in ESSA, meaningful consultation will occur one-on-one with each participating PNP. An explanation of the program and all requirements and compliance regulations will be shared.

FISCAL REQUIREMENTS

Federal grant programs include fiscal requirements that must be met each year. These requirements ensure that grant recipients spend funds as specified by the grant program.

One of the assessments of use of funds is the Local Maintenance of Effort (MOE). This assessment ensures funds are allocated appropriately in relation to the general budget. Both federal programs of ESSA and IDEA are monitored using this assessment.

For additional regulations and administrative requirements for federal awards, please click the link below:

[Code of Federal Regulations-200](#)

TITLE I, PART A

TITLE I, PART A

INTENT AND PURPOSE

The purpose of Title I is to provide all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. Title I, Part A, supports campuses in implementing either a schoolwide program (SWP) or a targeted assistance program (TAP).

Title I supports state and local school reform efforts by offering improved teaching and learning opportunities to help low-achieving students meet our state's challenging academic content and performance standards.

Individual public schools with elevated low socio-economic rates may use Title I funds to operate a school-wide program that upgrades the instructional program for the whole school. School-wide programs are based on effective means of improving student achievement and include strategies to support parent and family engagement. Title I offer a variety of services for participating schools, which may include additional teachers and support staff, extra time for instruction, a variety of teaching methods and materials, and additional training and professional development for staff.

RESERVATION OF FUNDS

Abilene ISD shall reserve from the designated entitlement prior to making allocations to eligible campuses. Per TEA, the following categories must have funds reserved: Private School Equitable Services, Parent and Family Engagement, and Homeless and Neglected Children and Youth. The district may also reserve fund for preschool programs and administration of Title I programs.

Once these funds are reserved, allocations are made to specific campuses based on tiering

USE OF FUNDS

The following steps are required for using Title I, Part A funds.

1. The campus in question must be a Title, Part A campus.
2. LEAs must have a valid Supplement Not Supplant methodology for allocating State and local funds, or Statement of Exemption.
3. LEAs should ensure that activities and/or resources are:
 - a. Identified in the Comprehensive Needs Assessment;
 - b. Included in the Campus Improvement Plan;
 - i. The plan addresses how the activity/resource identified will be evaluated; and
 - ii. The plan addresses how the needs of students at risk of not meeting State Standards are being met.
 - c. Reasonable;
 - d. Necessary to carry out the intent and purpose of the Title I, Part A program;
 - e. Allocable; and
 - f. Allowable under Title I, Part A

4. The LEA assures that the expenditure(s) meet all EDGAR requirements.
5. The LEA assures that all district policies and procedures were followed.

The above steps must be followed when planning the use of Title I, Part A funds. A justification form must be completed and approved by the Executive Director for Federal Programs & District Planning for approval to continue.

PARENT AND FAMILY ENGAGEMENT

Parent and family engagement (PFE) is a critical requirement of the Title I, Part a program. LEAs fulfill the PFE requirement by conducting outreach to all parents and family members and by implementing programs, activities, and procedures of the meaningful involvement of parents and family members in Title I, Part A programs.

School-wide programs must ensure effective involvement of parents and support a partnership among the school, parents, and the community to improve academic achievement. Each school and District must provide various services and trainings as required by law. At a minimum, the District and Title I schools must:

- Help parents understand the State’s academic standards, the State and local assessment standards, and how to work with educators to improve their child’s achievement.
- Provide materials and training to help parents work with their child and support their academic growth, such as literacy and technology training
- Educate teachers, principals, and other staff, with the assistance of parents, in the value and utility of the contribution of parents and how to communicate with and work with parents as equal partners
- In so far as it is feasible, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs
- Provide information to families in a uniform format, and to the extent practicable, in a language parents can understand
- Provide reasonable support for family engagement activities.

Both the District and Title I campuses will have a written Parent and Family Engagement Policy in place. (A copy of the current policy may be found in the resources section of this handbook.) With the assistance of parents from the campus, each Title I, Part A campus shall develop a parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improving students’ academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.

As per Abilene ISD translation policy, documents for parents will be translated into Spanish and other languages as possible. A copy of the translation policy may be found in the resources section of the handbook.

TITLE I CAMPUSES

Abilene ISD has certified staff, paraprofessionals and parent coordinators that work on elementary campuses and the Early Childhood Center. Title I and campus staff work together to plan additional instructional opportunities for each student. On-going parental participation in the educational process is strongly encouraged and supported.

TITLE I STAFF

Title I funds may be used to pay salaries and benefits for supplemental instructional staff. Positions can be professional and/or paraprofessional. Examples of these positions could include interventionists or parent coordinators.

- All teachers must meet the Highly Qualified Teacher requirements (see section on Highly Effective Teachers below)
- Positions must be instructional positions, positions that work directly in training instructional staff or parent involvement.
- The salaried positions must be listed in the Comprehensive Needs Assessment and the Campus Improvement Plan
- A job description for each Title I funded position must be signed by the employee. Time and effort documentation must also be completed.

The District will ensure all teachers and paraprofessionals working in a program supported with Title I, Part A funds meet applicable State certifications and licensure requirements.

At the beginning of the school year, the District will notify the parents of each student attending any school receiving Title I, Part A funds that the parent may request, and the District will provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers.

HIGHLY EFFECTIVE TEACHERS

All teachers of core academic subjects in an LEA accepting Title I funds are required to be highly effective if they are providing direct instruction to students in any core academic subject area, including English, reading or language arts, mathematics, science, foreign languages, civics, government, economics, arts, history, and geography.

Highly qualified teachers must:

- Hold at least a bachelor's degree;
- Be fully certified to teach in Texas; and
- Demonstrate competency in their core academic subject area

Each teacher must meet HQ requirements for every class they teach. Each Title I campus principal must provide to each individual parent, timely notice in the event that the parent's child has been assigned, or has been taught for four or more consecutive weeks by a teacher who is not "highly qualified."

HIGHLY QUALIFIED PARAPROFESSIONALS

A paraprofessional is an employee of a local education agency (LEA) who provides instructional support. Duties of a paraprofessional may include:

- Providing one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
- Assisting with classroom management, such as by organizing instructional materials;
- Providing instructional assistance in a computer laboratory;
- Conducting parent involvement activities;
- Providing instructional support in a library or media center;
- Acting as a translator; or
- Providing instructional support services under the direct supervision of an appropriately certified teacher.

On a Title I campus, instructional paraprofessionals working with students **MUST** work under the direct supervision of a highly qualified teachers.

Prior to providing services, Title I, Part A paraprofessionals must have a high school diploma or its recognized equivalent and meet one of the following requirements:

1. Complete at least two years of study at an institution of higher education (defined as completion of 48 semester hours or equivalent trimester hours) of college course work or an applicable number of semester hours as defined by the institution of higher education attended, whichever is less;
2. Possess an associate (or higher) degree; or
3. Meet a rigorous standard of quality and can demonstrate, through a local academic assessment
 - a. Knowledge of and the ability assist in instructing reading, writing, and mathematics; or
 - b. Knowledge of and the ability to assist in instructing reading readiness, writing readiness, and mathematics readiness, as appropriate.

Additionally, within one year of being hired, Title I, Part A paraprofessionals must have the Educational Aide state certification.

Exempt Paraprofessionals are those individuals whose duties consist solely of parent and family engagement activities or translation services. These positions are exempt from the Title I, Part A paraprofessional requirements.

PARENT COORDINATORS

A parent coordinator is a paraprofessional who focuses on parent involvement on the Title I campus. This position is key in ensuring proper documentation and appropriate parent activities are implemented on the campus level.

Parent coordinators should include:

- Serve as a liaison between home and school
- Make personal contacts and home visits
- Survey parents to determine needs and assess effectiveness of the program
- Professional development and training to staff and families
- Share knowledgeable information about Title I, Part A compliance
- Engage parents to become full partners with the school
- Collaborate with principal and teachers to plan parent involvement activities

Parent coordinators should NOT:

- Substitute in classrooms
- Monitor hallways, recess or cafeteria
- Complete duties of a front office assistant (should not be solely responsible for checking in visitors at the campus)

It is best practice, for the parent coordinator to spend at least 85% of their day fulfilling the responsibilities defined in the job description as related to parent and family engagement.

For additional information regarding Title I, Part A, please click on following links:

[TEA-Title I, Part A](#)

[ESSA Legislation](#)

TITLE I, PART D

Title I, Part D

INTENT AND PURPOSE

The purpose of Title I, Part D, Subpart 2 is to support the operation of local educational agency programs that involve collaboration with locally operated correctional facilities:

- To carry out high-quality education programs to prepare children and youth for secondary school completion, training, employment, or further education;
- To provide activities to facilitate the transition of such children and youth from the correctional program to further education or re-employment; and
- To operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities, and programs which may serve at-risk children and youth.

USE OF FUNDS

Each LEA must be able to respond appropriately to and maintain documentation for each of the following questions to determine whether an expenditure would be allowable:

1. How is the expenditure reasonable and necessary to carry out the intent and purpose of the program?
2. What need, as identified in the comprehensive needs assessment, does the expenditure address? Explain how the expenditure addresses this need.
3. How will the expenditure be evaluated to measure a positive impact on student achievement?

RECOMMENDED USE OF FUNDS

The Title I, Part D, Subpart 2 statute specifically authorizes the following types of activities under ESSA, Section 1424:

1. Programs that serve children and youth returning to local schools from correctional facilities and assist in the transition;
2. Dropout prevention programs serving at-risk children and youth;
3. Coordination of health and social services for youth to improve likelihood of youth completing education;
4. Special programs to meet unique academic needs, including career and technical education, special education, career counseling, curriculum-based youth entrepreneurship education, and financial aid assistance for postsecondary education;
5. Mentoring and peer mediation programs;
6. At-risk Indian children and youth in correctional facilities in LEA's served area operated by the Secretary of the Interior or Indian tribes; and
7. Pay for success initiatives.

For additional information regarding Title I, Part D, please click on following links:

[TEA- Title I Part D](#)

[ESSA Legislation](#)

TITLE II, PART A

Title II, Part A

INTENT AND PURPOSE

The purpose of Title II, Part A is to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of effective teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals and other school leaders. The intent of the funding is to support educators in their work to improve the overall quality of instruction and ensure equity of educational opportunity for all students.

AREAS OF FOCUS

Title II, Part A allowable activities included in the ESSA statute and in the Non-Regulatory Guidance from the U.S. Department of Education have been categorized into three areas of focus.

1. Recruiting and Retaining Effective Teachers and Principals
2. Professional Development and Educator Growth
3. Other Evidence-Based Activities

The recruitment and retention of effective teachers is focused on **high-need** schools.

High-Need schools are low-income schools with high percentages of ineffective teachers and high percentages of students who do not meet the challenging State academic standards.

The ESSA statute refers to teachers, principals and other school leaders as intended program beneficiaries of the Title II, Part A program. For purpose of the Title II, Part A program, other “**School leader**” refers to a principal, assistant principal or other individual who is...

- 1) An employee or officer of an elementary school or secondary school, local education agency, or other entity operating an elementary or secondary school; and
- 2) Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building.

USE OF FUNDS

Each LEA must use the following 5 steps and requirements to determine whether Title II, Part A funds can be used for any activity/resource.

1. Apply the traditional presumptions of Supplant to determine if the use of funds is supplemental.
2. Ensure that the LEA has prioritized Title II, Part A funds for use at Title I, Part A campuses identified for School Improvement and campuses serving Title I, Part A students.

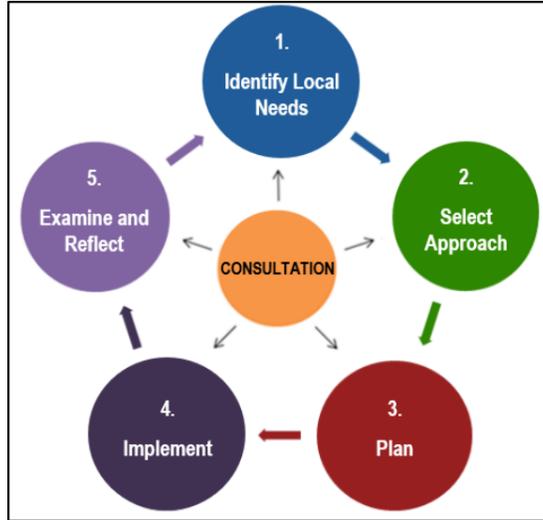
3. Ensure that activities and/or resources address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students; and are:
 - a. Identified in the Comprehensive Needs Assessment;
 - b. Included in the District and/or Campus Improvement Plan;
 - i. The plan addresses how the activity/resource identified will be aligned with challenging State academic standards; and
 - ii. The planning process for the Title II, Part A program meets the requirements for meaningful consultation of stakeholders and coordination
 - c. If a professional development activity, ensure that it meets the ESSA definition of Professional Development;
 - d. Reasonable;
 - e. Necessary to carry out the intent and purpose of the Title II, Part A program;
 - f. Allocable; and
 - g. Allowable under Title II, Part A
4. Ensure that the expenditure(s) meet all EDGAR requirements.
5. Ensure that all LEA policies and procedures were followed.

RECOMMENDED USE OF FUNDS

The framework below is designed to help decision-makers make more effective Title II, Part A investments and to make the use of evidence, research, and data part of the decision-making process.

Title II, Part A interventions are more likely to result in sustained, improved outcomes for students if:

1. Chosen interventions align with identified local needs;
2. The evidence base and the local capacity are considered when selecting a strategy;
3. There is a robust implementation plan;
4. Adequate resources are provided so the implementation is well supported;
5. Information is gathered regularly to examine the strategy and to reflect on and inform next steps.



For additional information regarding Title II, Part A, please click on following links:

[TEA-Title II](#)

[ESSA Legislation](#)

TITLE III

TITLE III, Part A

INTENT AND PURPOSE

The purpose of Title III, Part A is:

1. To help ensure English learners, including immigrant children and youth, attain English proficiency and develop high levels of academic achievement in English.
2. To also assist English learners to meet the same challenging State academic standards that all children are expected to meet.
3. Assisting teachers, principals and other school leaders, State educational agencies, local educational agencies, and schools in establishing, implementing, and sustaining effective language instruction educational programs designed to assist in teaching English learners, including immigrant children and youth;
4. To assist teachers, principals, and other school leaders to develop and enhance their capacity to provide effective instructional programs designed to prepare English learners, including immigrant children and youth, to enter all-English instructional settings; and
5. To promote parental, family, and community participation in language instruction educational programs of the parents, families, and communities of English learners.

USE OF FUNDS

The use of Title III, Part A funds is to support the acquisition of English for all English Learners. The main areas of using these funds are to:

1. Provide effective language instruction educational programs to increase English proficiency and student academic achievement of English Learners;
2. Provide effective professional development for
 - a. Improving the instruction and assessment of ELs;
 - b. Enhancing the ability of teachers, principals, other school leaders of the understanding and implementation of curricula, assessment practices and measures, and instructional strategies for ELs;
 - c. Increasing proficiency of ELs by increasing the teacher's subject matter knowledge and skills; and
 - d. Teachers (with intensity and duration) that has a positive and lasting impact on the teachers' performance in the classroom
3. Provide and implement other effective activities and strategies for ELs which shall include
 - a. Parent engagement activities;
 - b. Family engagement activities; and
 - c. Community engagement activities
 - d. May include strategies that serve to coordinate and align related programs.

STAFFING

Abilene ISD provides staff to assist teachers, principals, and other school staff to work with our English Learners. Instructional coaches are provided to go into classrooms and assist teachers in planning and sharing strategies for our English Learners. Interpreters can be found on campuses where our highest enrollment of English Learners is found. Although the interpreters are assigned to specific campuses, they are available to assist all campuses in Abilene ISD.

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For additional information regarding Title III, Part A, please click on following links:

[TEA-Title III](#)

[ESSA Legislation](#)

TITLE IV

Title IV, Part A

INTENT AND PURPOSE

Title IV, Part A, Subpart 1, Student Support and Academic Enrichment grants are designed to improve the academic achievement of all students by increasing the capacity of LEAs, schools, and communities to:

1. Provide all students with access to a well-rounded education,
2. Improve school conditions for student learning, and
3. Improve technology in order to enhance academic outcomes and digital literacy of students.

USE OF FUNDS

Funds made available under this subpart shall be used to supplement, and not supplant.

The criteria for allowable costs are as follows:

1. Ensure that the LEA has prioritized distribution of Title IV, Part A funds to applicable school campuses
2. Ensure that the LEA has consulted with private nonprofit (PNP) schools
3. Ensure that activities and/or resources are
 - a. Supplemental
 - b. Identified in required Comprehensive Needs Assessment which includes data and all stakeholders.
 - c. Reasonable
 - d. Necessary to carry out the intent and purpose of the Title IV, Part A program;
 - e. Allocable; and
 - f. Allowable under Title IV, Part A
4. Ensure that the expenditure(s) meet all EDGAR requirements
5. Ensure that all LEA policies and procedures were followed;
6. Ensure if Title IV, Part A allocation is over \$30,000
 - a. At least 20% of funds to support Well-Rounded Education Opportunities
 - b. At least 20% of funds to support Safe and Healthy Students
 - c. Not more than 15% to support the Effective Use of Technology;
7. Ensure that no more than 15% is used for purchasing technology infrastructure
8. Ensure an evaluation of Title IV, Part A program effectiveness is periodically conducted by the LEA and includes:
 - a. A description of program objectives and intended outcomes for all Title IV, Part A activities and how the LEA will periodically evaluate the effectiveness of the activities.

RECOMMENDED USE OF FUNDS

The federal grant has many allowable uses that fall within the broad categories of:

1. Well-rounded education opportunities;
2. Safe and healthy students; and
3. Effective use of technology.

For additional information regarding Title IV, Part A, please click on following links:

[TEA-Title IV](#)

[ESSA Legislation](#)

Texas Education for Homeless Children and Youth Program (TEHCY)

TEHCY

INTENT AND PURPOSE

The Texas Education for Homeless Children and Youth Program ensures the requirements of the McKinney-Vento Act are followed. The purpose of the program is to

- Ensure students have immediate and equal access to public education
- To remove barriers to school enrollment and retention of homeless children and youth
- Attend classes and participate fully in school activities

IDENTIFICATION OF STUDENTS

Every school district must identify students experiencing homelessness within their district. This process must be done regularly and in a way that is auditable. In Abilene ISD, the use of the student residency questionnaire (SRQ) helps to determine whether or not students qualify as homeless under the McKinney-Vento Act. This is reviewed annually as identification does not automatically carry over from year to year.

A student may qualify for this program if any of the following living situations apply to them:

1. A homeless shelter
2. Doubled-up with other people
3. Car, park, empty building, bus or train station
4. Motel or campground
5. Migratory children living in above situations
6. Unaccompanied youth includes a homeless child or youth not in the physical custody of a parent or guardian

If the students are eligible they have the right to:

1. Receive a free, appropriate public education
2. Enroll in school immediately, even if lacking documents normally required for enrollment
3. Enroll in school and attend classes while the school gathers needed documents
4. Enroll in the local school; or continue attending their school of origin if that is preferred
5. Receive transportation to and from the school of origin, if requested
6. Receive educational services comparable to those provided to other students, according to the student's needs.

Students who are experiencing homelessness have the right to attend school in their school of origin or in the school in the attendance area where the family or youth is currently residing. School of origin is defined as the school in which the child/youth was enrolled when they became homeless or the school in which the child/youth was last enrolled. The campus a child attends is determined by which campus can serve the best interests of the child. In Texas, a student experiencing homelessness may enroll in any district they choose, regardless of the location of their residence, school of origin, or attendance zone campus.

USE OF FUNDS

Abilene ISD is in a Shared Service Agreement with Region 14 for the funds received in this grant. Collaboration with Region 14 is consistent to ensure funds expended with this grant serves the identified homeless students in Abilene ISD.

MCKINNEY-VENTO LIAISON

As a district, we are required to have a McKinney-Vento Liaison who oversees the program. This individual's duties are many, but their main goal is to ensure the identified students in our district have the same experiences as all other students.

The McKinney-Vento Liaison must ensure that:

1. Students experiencing homelessness are identified collaboratively with school personnel, other organization, and agencies
2. Students experiencing homelessness are enrolled and provided equitable access to succeed in school
3. Student experiencing homelessness have access to educational services for which they are eligible
4. Students and families experiencing homelessness receive referrals for medical, dental, mental health, housing services, and other appropriate services
5. Parents or guardians of students experiencing homelessness are informed of the educational opportunities available to their students and provided opportunities to participate in their student's education.
6. Public notice of the educational rights of students experiencing homelessness are posted in locations frequented by students, parents, guardians, and unaccompanied youth
7. Ensure enrollment disputes are mediated in accordance with the requirements of the McKinney-Vento Homeless Assistance Act
8. Parents, guardians, and unaccompanied youth are informed of all transportation services available, including school of origin transportation
9. School personnel receive professional development and other support to ensure identification of McKinney-Vento eligible students
10. Unaccompanied youth experiencing homelessness are:
 - a. Enrolled in school
 - b. Have opportunities to meet the same state academic standards as housed students
 - c. Informed of their independent status for the purpose of the Free Application for Federal Student Aid (FAFSA)

Transportation is key to ensure students have a ride to and from school. Once it is discovered that a student needs bus transportation, communication immediately is made to the transportation department of the need.

Transportation works to quickly provide this resource and contacts the family/student of the bus number and stop. The bus will pick up and drop off the student at the assigned location. It is the responsibility of the student to be at the assigned stop.

Students are given up to three opportunities, after the contact, to make the assigned stop. If the family/student does not show up after three times, the services will be stopped. At this point, it is the responsibility of the family/student to reach out to transportation to be added back to the bus route.

Staff who work with our homeless population will assist as needed to ensure connections are made with the family/student.

Abilene ISD is fortunate to have a liaison to ensure these items are being met. Along with the liaison, two social workers also work specifically with our identified students to ensure more intensive services are provided. Contact information is provided below.

Darrin Cox
Title I Homeless/Foster Care Liaison
Darrin.cox@abileneisd.org

Heather Melchor
McKinney-Vento Social Worker
Heather.melchor@abileneisd.org

Francesca Barnett
Title I Homeless Social Worker
Francesca.barnett@abileneisd.org

Elizabeth Mendoza
Title I Resource Assistant
Elizabeth.mendoza@abileneisd.org

For additional information regarding Title IV, Part A, please click on following links:

[TEHCY Program](#)

IDEA B

**Individuals with Disabilities
Education Act, Part B**

IDEA B

INTENT AND PURPOSE

The purpose for IDEA B is to provide funding to local education agencies to supplement and/or increase the level of special education and related services provided to eligible students with disabilities ages 3 through 21 who are enrolled in special education programs.

USE OF FUNDS

The funds allocated to a district under IDEA B may be used to supplement programs of special education for students with disabilities in areas which include, but are not limited to, assistive technology, extended school year services, personnel training and parent training.

RESTRICTION OF FUNDS

The use of funds under this program are restrictive. Funds may only be used to supplement the level of services provided to eligible students with disabilities as defined in the Act and Regulations.

To be covered under IDEA, a child with a disability must meet two criteria.

1. The child must be in one of several categories of disabilities
2. The child must require special education and related services as a result of the disability in order to benefit from public education.

EDUCATION OF STUDENTS

IDEA requires that children with disabilities be educated in the least restrictive environment possible. It is also required to ensure that there is a continuum of alternate placements that includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions. This continuum must also make provision for supplementary services to be provided in conjunction with regular class placement.

The specific placements decision for each child with a disability must be made by the Admission, Review, Dismissal (ARD) committee. This group of people meet to help determine whether or not a student is eligible for special education, develops and reviews a student's Individual Education Program (IEP).

For additional information regarding Title IV, Part A, please click on following links:

[**IDEA B Part 300**](#)

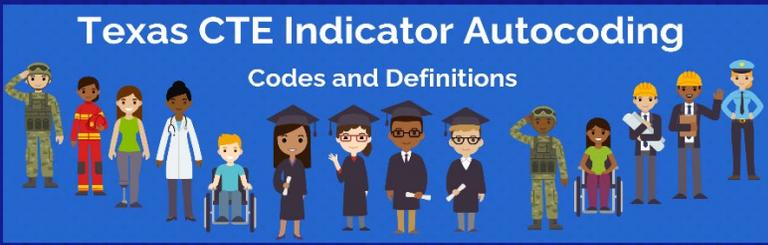
Carl D. Perkins
Career and Technical
Education

Carl D. Perkins Career and Technical Education

INTENT AND PURPOSE

The Perkins CTE Act is intended to expand opportunities for every student to complete education and career pathways that lead to credentials with value in the labor market. This program supports collaboration by cross-sector teams that seek to develop and implement high-quality education in career pathways.

Participation in CTE courses must be coded within the student information system correctly. Coding within the system is dependent on the various levels of participation. Below is a chart which explains the different levels of CTE participation and corresponding code.

	
 Not CTE	Code 4 (Not CTE): A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.
 CTE Participants	Code 5 (CTE Participant): A student completing EITHER: Only one CTE course for any number of credits; OR More than one course for less than two credits where a CTE course is defined by 19 TAC 126 (C), Chapter 127 (B) or 130 (the student does not have to pass or receive credit).
 CTE Explorers	Code E (CTE Explorer): A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).
 CTE Explorers*	*Code E (CTE Explorer): A student completing enough program of study courses in a regional program of study to be coded a 6 or 7, but completes the school year in a district and geographic region where the regional program is not approved. The code 6 or 7 is changed to a code E.
 CTE Concentrators	Code 6 (CTE Concentrator): A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.
 CTE Completers	Code 7 (CTE Completer): A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.
<small>*Regional programs of study are approved in ESC geographic regions where there is specialized regional labor market demand for specific occupations. Students concentrating (code 6) and/or completing (code 7) a program of study outside of approved geographic ESC regions are assigned a code E (Explorer).</small>	

A larger photo of the codes and definitions can be found in the “Documents” section of this handbook.

PROGRAMS OF STUDY

The Division of College, Career, and Military Preparation engaged members of the workforce, secondary education, and higher education to advise on the development of programs of study. These include coherent sequences of courses, industry -based certifications, and work-based learning to ensure students are prepared for in-demand, high-skill, high-wage careers in Texas.

The programs of study will allow Texas to meet the federal program approval requirements within the Strengthening CTE for the 21st Century Act (Perkins V).

A list of the state approved programs of study can be found in the link below.

For additional information regarding Career and Technical Education and Programs of Study, please click on following links:

[TEA-Career and Technical Education](#)

[Approved Statewide CTE Programs of Study](#)

Head Start and Early Head Start

Head Start and Early Head Start

INTENT AND PURPOSE

Head Start and Early Head Start are free, federally funded programs designed to promote school readiness for children from low-income families.

Early Head Start serves pregnant women and families with children under age 3. Head Start programs serve children between 3 and 5 years old.

PARENT INVOLVEMENT

Both Head Start and Early Head Start encourages parent involvement through regular visits to the child's home, regular opportunities for parents to volunteer in the program and special activities. These programs also link children and families to other services in the community.

PERFORMANCE STANDARDS

Each year, the Early Head Start and Head Start programs are assessed on specific performance standards. They are as follows:

1. Eligibility, Recruitment, Selection, Enrollment, and Attendance
2. Program Structure
3. Education and Child Development Program Services
4. Health Program Services
5. Additional Services for Children with Disabilities
6. Transition Services
7. Services to Enrolled Pregnant Women
8. Human Resources Management
9. Transportation

USE OF FUNDS

The use of any Head Start or Early Head Start will be in alignment with the program objectives. The intention is that these funds will be used solely for this program and no other federal funds may be used for the same purpose.

[Head Start](#)

[Performance Standards](#)

ESSER

ESSER

ESSER II-CRRSA ACT of 2021

The grant program authorized by the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA) of 2021 is also known as the Elementary and Secondary School Emergency Relief (ESSER II) fund. The intent and purpose of ESSER II is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students.

ESSER III-ARP Act of 2021

The grant program authorized by the American Rescue Plan (ARP) Act of 2021, is also known as the Elementary and Secondary School Emergency Relief (ESSER III) Fund. The intent and purpose of ESSER III funding is to help safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on students.

There are specific requirements that must be posted on the district's website. They are:

- A plan for safe return to in-person instruction and continuity of services
- An ESSER III use of funds plan

ALLOWABLE ACTIVITIES

Both ESSER II and ESSER III must be aligned to statutorily allowable activities. The statutes are as follows:

1. LEA discretion for any activity authorized under:
 - a. Elementary and Secondary Education Act (ESEA)
 - b. Individuals with Disabilities Education Act (IDEA)
 - c. Adult Education and Family Literacy Act (AEFLA)
 - d. Carl D. Perkins Career and Technical Education Act of 2006
 - e. McKinney-Vento Homeless Assistance Act (McKinney-Vento)
2. Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus;
3. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population;
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
5. Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;

6. Providing principals and other school leaders with the resources necessary to address the needs of their individual schools.
7. Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
8. Planning for, coordinating and implementing activities during long-term closures:
 - a. Including providing meals to eligible students
 - b. Including providing technology for online learning to all students
 - c. How to provide guidance for carrying out requirements under IDEA
 - d. How to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements
9. Purchasing educational technology (hardware, software, and connectivity) for students ... that aids in regular/substantive educational interaction between students and instructors, including low-income students and students with disabilities (SWD), which may include assistive technology or adaptive equipment;
10. Providing mental health services and supports, including through implementation of evidence based full-service community schools;
11. Planning and implementing activities related to:
 - a. Summer learning -- providing classroom instruction or online learning during summer months and addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care;
 - b. Supplemental afterschool programs -- providing classroom instruction or online learning addressing the needs of low-income students, SWD, English learners, migrant students, students experiencing homelessness, and children in foster care
12. Addressing learning loss among LEA students, including low-income students, SWD, English learners, racial & ethnic minorities, students experiencing homelessness, and children in foster care:
 - a. Administering and using high-quality assessments
 - b. Implementing evidence-based activities to meet the comprehensive needs of students
 - c. Providing information and assistance to parents and families on effectively supporting students
 - d. Tracking student attendance and improving student engagement in distance education
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs;
14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including:
 - a. Mechanical and non-mechanical heating, ventilation, and air conditioning systems
 - b. Filtering purification and other air cleaning, fans, control systems
 - c. Window and door repair and replacement

15. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from CDC for the reopening and operation of school facilities;
16. Other activities that are necessary to:
 - a. Maintain the operation of and continuity of services in the LEA
 - b. Continuing to employ existing staff of the LEA
17. Any other allowable activity under ESSER I or ESSER II, per USDE uses of funds guidance.

USE OF FUNDS

All ESSER funds used will comply with the allowable statutorily approved activities. Procedures for using ESSER funds can be found in the “Documents” section of this handbook.

For additional information regarding Title IV, Part A, please click on following links:

[**CRRSA ESSER II**](#)

[**ARP ESSER III**](#)

ABILENE ISD RESOURCES

Definitions

Allocable: a cost is allocable if the goods or services can be directly assigned to an award based on the benefit they provide to the award.

Allocation: the process of assigning a cost, or a group of costs, to one or more cost objectives.

Allowable: allowed, especially within a set of regulations; permissible

Equipment: tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000.

Expenditures: charges made by a non-Federal entity to a project or program for which a Federal award was received.

Private Non- Profit: a private foundation that is engaged in social or public benefit activities and is registered as such with the IRS. It derives its revenue from a small group of donors.

Reasonable: a cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.

Supplement- something that completes or enhances something else when added to it

Supplant-supersede or replace

Abilene Independent School District

Title 1 Parent and Family Engagement Policy

2022-2023

STATEMENT OF PURPOSE

Abilene ISD is dedicated to providing quality education for every student in our district. To accomplish this objective, we must develop and maintain active partnerships with parents, families and community members. Each student will benefit from supportive, active involvement of all members of the community. A positive link between home and school will create the most conducive learning condition for every child. These partnerships and open lines of communication will expand and enhance learning opportunities for everyone involved.

All students will be expected to work toward mastering the curriculum objectives outlined in the Texas Essential Knowledge and Skills (TEKS). Our district recognizes the fact that some students will need extra assistance to achieve their full potential. The extra assistance is available to all students at the Title 1 Schools through Title I supplemental programs and various other educational services offered through the district.

Abilene ISD intends to include parents and families in all aspects of the Title 1 program. Students will be given every opportunity to succeed through the development and enhancement of the home/school partnership. This plan's development has involved parents in the joint development of the Title I plan and the process of school review and improvement.

PARENT INVOLVEMENT IN DEVELOPING THE POLICY

Annually, all Title I schools will convene a meeting to which all parents and family members of participating students are invited. Parents and members of the community will be informed of the school's participation in the Title I program and of the right of the parents and families to be involved in school activities and program planning for Title I.

Abilene ISD will actively recruit a diverse parent population that is representative of the student body to participate in parent and family engagement activities.

Abilene ISD will attempt to plan meetings that will be at convenient times and locations to help increase parent and family participation.

MEETINGS FOR TITLE 1 PARENTS AND FAMILIES

All parents and families will be provided with opportunities for regular meetings to formulate suggestions, share experiences with other parents, and to participate in decisions relating to the

education of their children. The AISD Title 1 campuses will hold several meetings for parents/families during each school year. Parents will be informed of Title 1 and its purpose. Parents/families will also be provided with a copy of the Parent and Family Engagement Policy and the School-Parent Compact. Parents will have the opportunity to meet with the school at least twice a year at the Parent Advisory Committee (PAC) Meetings. Additionally, parents will have the opportunity to attend campus-designed, Parent and Family Engagement Activities at least twice a year. The Parent and Family Engagement Activities are educational in nature and facilitate activities designed for parents to work with their children. (Past events have included family literacy nights, make-it-take-it workshops, educational games, etc.)

The meetings will be held at times and locations to ensure the most parental/family participation possible. Language translation and childcare may be provided to ensure parent participation and attendance. Written notices will be provided to inform and attract as many parents as possible.

SCHOOL-PARENT COMPACTS

According to Title 1 guidelines, each Title 1 campus must develop a School-Parent Compact with the parents of students participating in the program. This compact will enable the school and parents to share responsibility for their children's education. The compact must explain how students, parents, and staff will share responsibility for student performance and success. Members of each campus' Campus-Wide Consultation Committee (including parents) will be consulted in the design and implementation of the compact.

Elementary teachers will, to the best of their ability, meet with all parents in order to discuss the compact. Parents will be provided with a copy of the compact detailing the responsibilities that teachers, parents, and students have in helping students succeed academically. The signatures of parents, students, teachers and administrators will help ensure the commitment to educational excellence. Parents are encouraged to discuss the contents of the compact with their children.

TYPES OF PARENT/FAMILY INVOLVEMENT AND ENGAGEMENT

Abilene ISD will support a variety of Title 1 parental and family engagement activities as it strives to develop and maintain the optimum learning environment for all students. Parents may contribute their time and commitment through volunteer programs at the schools as well as create a supportive and educationally-rich home atmosphere. In addition, the community may participate through an array of activities that promote student success. Each school and family will develop and maintain parental involvement activities best suited to meet the individual needs of everyone involved.

MATCHING PROGRAMS TO THE NEEDS OF OUR COMMUNITY

An adequate number of parents will work collaboratively with staff at the school in an organized, ongoing, and timely way, in the planning, review, and improvement of the Title I program. Opportunities for participation will be provided to parents with limited English proficiency, disabilities, and who are migratory.

The community will be consulted in the design, development and implementation of the Title 1 program. Parent and student needs will be assessed through questionnaires and parental suggestions as well as a variety of other measures targeted at creating a successful school environment.

Workshops and programs will be tailored to meet the unique student, parental and family needs of the school community. Parents will be informed of involvement activities through the school and district offices.

Abilene ISD will welcome and promote suggestions to improve parental and family engagement.

STAFF/PARENT COMMUNICATION

All parents will be provided with the campus academic performance information annually. Additionally, parents will receive timely academic performance reports for their child. Each campus will provide assistance in interpreting the assessment results if requested. They will also be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the levels of proficiency that students are expected to meet.

Parents will receive timely information regarding Supplemental Educational Services and School Choice as required by ESSA (formerly NCLB) if a campus is placed into School Improvement by TEA and/or is identified as being persistently dangerous.

All parents will be provided timely information about available programs through newsletters and flyers. Information will be provided in a language and format that parents can understand whenever possible.

Parents will be kept informed about their children's academic progress on a regular basis. Parents and family members will also be informed of opportunities to participate and volunteer throughout the school year.

All parents will receive materials and training opportunities to help parents and other family members work with their children to improve student achievement.

Newsletters, conferences, personal contacts, Remind messaging, District and campus websites and written notices will be utilized to establish and maintain an open line of communication.

Teachers and school personnel will receive training in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners. All staff members will be trained in positive communication activities and in ways to effectively work with parent, family and community members.

EVALUATION

During the last six weeks, parents at the Title 1 campuses will be provided a Title 1 Parent Survey that will question the parental understanding and participation in the Title 1 program. The survey will also provide an opportunity for parents to offer their comments and suggestions for program improvement—including increasing parental and family engagement.

The evaluation procedure will include a review of the parent-survey results at the annual District Parent Advisory Committee (DPAC) meeting. The district will revise its Parent and Family Engagement Policy based on the results of this annual review and information obtained during District Parent Advisory Committee (DPAC) meeting.

Additionally, each campus will conduct an annual review of their campus Title 1 program. Parents will work with staff in order to review the campus' Parent and Family Engagement policy. The review will focus on increasing the academic quality of the school through parental and family engagement.

This policy, with recommended changes, was adopted by the **DPAC** on **May 11, 2022**. The school will distribute this policy to all parents on or before **September 30, 2022**.

Dr. Karen Munoz

(Signature of Authorized Official)

May 11, 2022

(Date)

Distrito Escolar Independiente de Abilene
Política de Participación de Padres en Escuelas Título I
2022-2023

DECLARACION DE OBJETIVOS

Abilene ISD está dedicado a proporcionar educación de calidad para todos los estudiantes en nuestro distrito escolar. Para lograr este objetivo, debemos desarrollar y mantener relaciones activas entre padres de familia y miembros de la comunidad. Cada estudiante se beneficiará del apoyo y de la participación activa de todos los miembros de la población. Un enlace positivo entre el hogar y la escuela creará las condiciones más favorables de aprendizaje para cada niño. Estas asociaciones y las líneas abiertas de comunicación ampliarán y mejorarán las oportunidades de aprendizaje para todos los involucrados.

Todos los estudiantes deberán trabajar en el dominio de los objetivos señalados en el plan de Estudios de Conocimientos y Destrezas Esenciales de Texas (TEKS). Nuestro distrito reconoce el hecho de que algunos estudiantes necesitarán ayuda adicional para alcanzar su pleno potencial. La ayuda adicional está disponible para todos los estudiantes de las escuelas de Título I a través de programas y otros servicios educativos ofrecidos por el distrito.

Abilene ISD tiene la intención de incluir a los padres de familia en todos los aspectos del programa Título I. Se les darán a los estudiantes todas las oportunidades para lograr el éxito a través del desarrollo y profundización de la relación hogar/escuela. Este plan de desarrollo ha involucrado a los padres en el desarrollo conjunto del plan de Título I y en el proceso de revisión y mejoramiento de la escuela.

LA PARTICIPACION DE LOS PADRES EN EL DESARROLLO DE LA POLITICA

Anualmente la escuela convocará a una reunión a la que todos los padres de los estudiantes participantes estarán invitados. Padres, miembros de la comunidad y el personal de la escuela examinarán, discutirán e informarán a los Padres de Familia sobre la participación de la escuela en el programa Título I y del derecho de los padres a participar.

Abilene ISD seleccionará en forma activa un grupo diverso de padres que sea representativo de los estudiantes para que participen en las actividades de padres de familia.

Abilene ISD tratará de planificar las reuniones en horarios y lugares convenientes para ayudar a incrementar la participación de padres de familia.

REUNIONES PARA PADRES DE FAMILIA EN ESCUELAS TITULO I

A todos los padres se les ofrecerán oportunidades de reunirse con frecuencia para formular sugerencias, para compartir experiencias con otros padres y para participar en las decisiones relativas a la educación de sus hijos. Durante el año escolar, las escuelas Título I del AISD llevarán a cabo varias reuniones para padres. Los padres de familia serán informados sobre el propósito del programa Título I. También se les proporcionará una copia de la Política de Participación de Padres de Familia y del Convenio entre los Padres y la Escuela. Los padres tendrán la oportunidad de reunirse con la escuela y el Comité Asesor de Padres (PAC) por lo menos dos veces al año. Además, los padres tendrán la oportunidad de asistir en las escuelas designadas a los Centros de

Participación de Padres por lo menos dos veces al año. Los Centros de Participación de Padres son de naturaleza educativa y facilitan las actividades diseñadas para que los padres trabajen con sus hijos.

(Algunas de las actividades anteriores incluyen noches de lectura familiar, elaboración de trabajos manuales, juegos educativos, etc.)

Las reuniones se llevarán a cabo en lugares y horarios convenientes para asegurar la mayor participación posible de padres. Traducción y cuidados infantiles pueden ser proporcionados para asegurar la asistencia y participación de padres. Se enviarán avisos por escrito para informar e invitar al mayor número posible de padres de familia.

CONVENIO ENTRE ESCUELA-PADRES

De acuerdo a los lineamientos del programa Titulo I, cada escuela Titulo I deberá desarrollar un Convenio Escuela-Padres con los padres de familia de los estudiantes que participan en el programa. Este convenio permitirá a la escuela y a los padres compartir la responsabilidad en la educación de sus hijos. El convenio tiene que explicar como los estudiantes, los padres y el personal de la escuela compartirán la responsabilidad por el desempeño y éxito del estudiante. Los miembros del Comité Asesor de cada Escuela (incluyendo padres) participarán en el diseño y aplicación de este convenio.

Los maestros de la escuela primaria, lo mejor que puedan, se reunirán con todos los padres con el propósito de discutir el convenio. Los padres de familia recibirán una copia del convenio que detalla las responsabilidades que maestros, padres y estudiantes tienen para ayudar a la lograr el éxito académico. Las firmas de los padres, estudiantes, maestros y administradores ayudarán a asegurar el compromiso a la excelencia educativa. Se les invita a los padres de familia a discutir el contenido del convenio con sus hijos.

COMO PUEDEN PARTICIPAR LOS PADRES DE FAMILIA

Abilene ISD apoyará una variedad de actividades de participación de los padres de familia en el Titulo I en su esfuerzo por desarrollar y mantener un ambiente óptimo de aprendizaje para todos los estudiantes. Los padres de familia pueden contribuir con su tiempo y compromiso a través de programas para voluntarios en las escuelas, así como crear un ambiente de apoyo y una atmósfera enriquecida educacionalmente en el hogar. Además, la comunidad puede participar a través de una serie de actividades que promuevan el éxito de los estudiantes. Cada escuela y familia desarrollará y mantendrá actividades adecuadas de participación de padres de familia para satisfacer las necesidades individuales de todos los involucrados.

ASOCIANDO PROGRAMAS A LAS NECESIDADES DE NUESTRA COMUNIDAD

Un número suficiente de padres de familia trabajarán en colaboración con el personal de la escuela de una manera organizada, continua y oportuna, en la planificación, revisión y mejoramiento del Programa Titulo I. Se proporcionarán oportunidades de participación a los padres con dominio limitado del inglés, con incapacidades y a quienes son migratorios.

La comunidad será consultada en el diseño, desarrollo y aplicación del Programa Título I. Las necesidades del padre y del estudiante serán evaluadas a través de cuestionarios y sugerencias de los padres, así como una variedad de otras medidas para crear un ambiente escolar de éxito.

Programas y talleres de capacitación se adaptarán para cumplir con las necesidades únicas de los estudiantes y padres de familia de la comunidad escolar.

Los padres serán informados de las actividades de participación través de la escuela y las oficinas del distrito.

Abilene ISD dará la bienvenida y promoverá propuestas para mejorar la participación de los padres de familia.

COMUNICACION ENTRE PADRES DE FAMILIA Y EL PERSONAL DE LA ESCUELA

A todos los padres se les proporcionará anualmente la información sobre el rendimiento de la escuela. Además, los padres recibirán oportunamente los informes sobre el rendimiento académico de su hijo. Cada escuela proporcionará ayuda en la interpretación de los resultados si así se solicita. También se proporcionará una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación para medir el progreso del estudiante y los niveles académicos que los estudiantes deben cumplir.

Los padres recibirán información oportuna relacionada con los Servicios Educativos Suplementarios y sobre el programa Elección de Escuela requeridos por ESSA (antes NCLB) si una escuela se ubica dentro del plan de Mejoramiento Escolar y/o se identifica como persistentemente peligrosa.

Todos los padres recibirán información en forma oportuna sobre los programas disponibles a través de boletines informativos y volantes. La información se proporcionará en un lenguaje y formato que los padres puedan entender.

Los padres serán informados sobre el progreso académico de sus hijos con regularidad. Los padres también serán informados de las oportunidades de participar y servir como voluntarios a través del año escolar.

Todos los padres recibirán materiales y oportunidades de capacitación para que ayuden a sus hijos a mejorar su rendimiento escolar.

Se utilizarán boletines, conferencias, contactos personales, mensajes por medio de la aplicación Remind, sitios web del distrito y la escuela, y notificaciones por escrito para establecer una línea abierta de comunicación.

Los maestros y el personal de la escuela recibirán capacitación sobre la importancia y utilidad de la contribución de los padres, así como la manera de establecer la comunicación y trabajar con los padres en forma conjunta. Todo el personal será capacitado en actividades de comunicación positiva y en la manera de trabajar en una forma efectiva con los padres de familia y miembros de la comunidad.

EVALUACION

Durante las últimas seis semanas, los padres de familia de las escuelas Titulo I, recibirán una encuesta donde se cuestionará sobre el conocimiento y participación del Programa Titulo I. La encuesta también será una oportunidad para que los padres den a conocer sus comentarios y sugerencias para mejorar el programa- incluyendo una mayor participación de padres de familia.

El procedimiento de evaluación incluirá una revisión de los resultados de la encuesta de padres en la Reunión anual del Comité Asesor del Distrito (DPAC). El distrito revisará su Política de Participación de Padres de Familia basado en los resultados de esta revisión anual y en a la información obtenida durante la reunión del Comité Asesor del Distrito (DPAC).

Además, cada escuela llevará a cabo una revisión anual de su programa Titulo I. Los padres y el personal trabajarán con el propósito de revisar la Política de Participación de Padres de Familia en su escuela. La revisión se enfocará en incrementar la calidad académica de la escuela a través de la participación de los padres de familia.

Esta norma, con los cambios recomendados, fue adoptada por el **DPAC** el **11 de mayo de 2022**. La escuela distribuirá esta norma a todos los padres a más tardar el **30 de septiembre del 2022**.

Dr. Karen Munoz

(Directora)

11 de mayo de 2022
(Fecha)



Abilene Independent School District

PO Box 981 • Abilene, Texas 79604 • (325) 677-1444

**Parent Notification
Compliance with Public Law 114-95, Section 1112 (e)(1)(A)(i)-(ii) and
Section 112 (e)(1)(B)(ii)**

To: All Parents or Guardians
From: *[Insert School Name]*
Date: *[Insert Date]*
Subject: Notification to Parents of Teacher/Paraprofessional Qualifications

In accordance with Every Student Succeeds Act (ESSA)/ PARENTS' RIGHT-TO-KNOW, this is a notification from *[Insert school name]* to every parent of a student in a Title I school that you have the right to request and receive in a timely manner: a) information regarding the professional qualifications of your student's classroom teachers and/or paraprofessionals.

The information regarding the professional qualifications of your student's classroom teachers/paraprofessional shall include the following:

1. If the teacher has met state certification/qualification criteria for the grade level and subject areas taught;
2. If the teacher is teaching under emergency or other provisional status through which state certification/qualification criteria are waived;
3. The teacher is assigned in the field of discipline of the certification;
4. Whether the student is provided services by paraprofessionals, and if so, their qualifications [ESSA 112(e)(1)(A)(i)-(ii)]

In addition to the above information, you will be notified if your student has been taught for four or more consecutive weeks by a teacher who does not meet the applicable state certification requirements at the grade level and subject area in which the teacher has been assigned. [ESSA 1112(e)(1)(B)(ii)].

Teachers may meet this requirement if the district is implementing its approved District Innovation teacher certification policy or if the teacher meets the State Certification assignment rules.

If you would like to receive any additional information about any of the above issues, please contact *[insert principal's name]* at *[insert telephone number]*.

Request to Purchase with Federal Funds

Send completed Form to the Federal Programs Office at One AISD Center

Campus: _____ Date: _____
 Contact Person & Phone # _____

Justification for Purchase:

Vendor of Choice: _____

Respond to each statement below. (All responses must be "yes" for the purchase to move forward. If any answers are "no" please refer to the Federal Handbook for compliance.)

YES	NO	Use of these federal funds and requirements:
		1. The funds are for use/to benefit the campus.
		2. The use of fund is tied to a need identified <u>as a result of</u> a comprehensive needs assessment conducted for the current year.
		3. The use of funds is included in the appropriate improvement plan (District/Campus); to include how the use of funds will be evaluated and how the needs of students at risk of not meeting State Standards are being met.
		4. The use of funds is reasonable and necessary to carry out the intent and purpose of the federal funds being used.
		5. The use of funds is allocable and allowable under the federal guidelines.
		6. The use of funds meets all EDGAR requirements.
		7. The use of funds is in accordance with LEA policies and procedures.

CIP Activity Reference: Goal: _____ Perf. Obj.: _____ Strategy: _____

Principal's Signature: _____ Date: _____

Follow steps as presented below:

- Request a quote from at least 3 approved vendors that have similar products if the total will be over \$5,000. (Attach all 3 quotes and this justification form to the requisition when entered)
- If your total will be less than \$5,000, only one approved vendor quote is needed.
- List your vendor of choice in box above **(if selecting vendor with higher price, please explain reason for choosing)**
- Vendor must be EDGAR/federally compliant
- Quote must include the Proposal/Contract #
- Quote must include the following Billing/Shipping information

Bill To: Accounts Payable	Ship To: Central Receiving
PO Box 5764	3757 Amarillo
Abilene, TX 79608	Abilene, TX 79602

Federal Programs Office Use:

DIP Activity Reference: _____

Title I Title II Title III Title IV Homeless EHS/HS

Federal Program's Administrator Signature: _____ Date: _____

Budget Code: _____



ABILENE ISD TRANSLATION AND INTERPRETATION SERVICES POLICY

It is ABILENE ISD's goal to communicate with you about your child's education. This often includes translated documents and a language interpreter for meetings and conversations. Educational information includes campus improvement plans and parent involvement policies. Abilene ISD provides oral translation and interpretation to all families in the Abilene Independent School District in our top language, Spanish. Oral translation and interpretation services for other languages, including Swahili, French, and Kirundi are available. Written translations in these languages will be provided as practicable.

Who to Contact:

For oral translation and interpretation services intended for parent-school communications to EL students and families, contact your campus principal or the person(s) below to request translation or interpretation services. Requests should be made 48 hours prior to the meeting.

Erika Maldonado-Soto, Program Officer for Bilingual/ESL Services
325-677-1444, ext. 7192

Dr. Karen Munoz, Ex. Director for Federal Programs & District Planning
325-677-1444, ext. 3216

Purchasing Process with ESSER Funds

The Elementary and Secondary School Emergency Relief (ESSER) Grant funding was authorized in separate pieces of legislation. The Coronavirus Response and Relief Supplemental Appropriation Act (CRRSA) ESSER II Grant program was signed into law in December 2020. The American Rescue Plan Act (ARP) ESSER III Grant program was signed into law in March 2021.

Statutory Intent: The statutory intent and purpose of the CRRSA Act is to add additional stimulus funding to be available to LEAs to prevent, prepare for, and respond to the coronavirus. The intent and purpose of the ARP Act is to provide wrap-around services in light of the challenges of COVID-19; and assistance needed to enable homeless children and youth to attend school and participate fully in school activities.

In order to ensure that Abilene ISD is in alignment with the statutory intent and purpose of the granted funds, the process below will be followed:

1. Interested departments/campuses will complete the TEA Justification Form completely to include necessary and reasonable use of the funds as well as aligning it with statutorily allowable uses.
2. Department/campus point person is responsible for complying with all procurement procedures regarding this purchase. If the requisition will exceed \$5,000, three quotes from approved and federally compliant vendors are required. If the requisition does not exceed \$5,000, only one federally compliant quote is needed. Quotes must include dates, description of items/services, pricing and proposals/contract numbers in each quote.
 - Questions regarding quotes, federally compliant vendors, or purchasing cooperatives; contact the Director of Purchasing.
 - Purchases concerning technology quotes, contact the Chief Technology Officer.
3. Completed TEA Justification Form, quotes and any additional documentation is sent to Superintendent's Cabinet for review.
4. Superintendent's cabinet gives approval or non-approval of item(s). Documentation of cabinet approval is provided by the CFO signing the justification form. Notification of approval or non-approval will be made by a member of the cabinet.
5. If approved, the signed justification form is given to the Executive Director for Federal Programs from one of the cabinet members and items are ordered from the Federal Program's office. The quotes, whether there are one or three, are attached to the purchase order in Frontline when completing the order.
6. Information of the approved justification form will be added to the ESSER google sheet where additional documentation and expenditures can be made and monitored.

Texas CTE Indicator Autocoding

Codes and Definitions



Code 4 (Not CTE): A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.



Code 5 (CTE Participant): A student completing EITHER: Only one CTE course for any number of credits; OR More than one course for less than two credits where a CTE course is defined by 19 TAC 126 (C), Chapter 127 (B) or 130 (the student does not have to pass or receive credit).



Code E (CTE Explorer): A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).



***Code E (CTE Explorer):** A student completing enough program of study courses in a regional program of study to be coded a 6 or 7, but completes the school year in a district and geographic region where the regional program is not approved. The code 6 or 7 is changed to a code E.



Code 6 (CTE Concentrator): A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.



Code 7 (CTE Completer): A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.

*Regional programs of study are approved in ESC geographic regions where there is specialized regional labor market demand for specific occupations. Students concentrating (code 6) and/or completing (code 7) a program of study outside of approved geographic ESC regions are assigned a code E (Explorer).

Career and Technical Education

Statement of Non-Discrimination

Abilene Independent School District offers career and technical education programs in Agriculture, Food, and Natural Resources; Architecture and Construction; Arts, A/V Technology, and Communications; Business, Marketing, and Finance; Education and Training; Health Science; Hospitality and Tourism; Human Services; Information Technology; Law and Public Service; Manufacturing; Science, Technology, Engineering, and Math (STEM); Transportation, Distribution, and Logistics. Admission to these programs based on grade placement, aptitude, interest, and the availability of class space.

It is the policy of Abilene Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

It is the policy of Abilene Independent School District not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.

Abilene Independent School District will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocational programs.

For information about your rights or grievance procedures, contact the Title IX Coordinator Alison Sims (alison.sims@abileneisd.org) or Stevanie Jackson (stevanie.jackson@abileneisd.org) at 241 Pine Street, Abilene, TX 79601, 325-677-1444, and/or the Section 504 Coordinator Gena Weaver (gena.weaver@abileneisd.org) at 241 Pine Street, Abilene, TX 79601, 325-677-1444.

Educación Técnica y Vocacional

Notificación Pública de No Discriminación

El Distrito Escolar Independiente de Abilene ofrece programas de educación técnica y vocacional en Agricultura, Alimentos y Recursos Naturales; Arquitectura y construcción; Artes, tecnología audiovisual, y comunicaciones; Negocios, Marketing y Finanzas; Educación y entrenamiento; Ciencia de la salud; Hospitalidad y Turismo; Servicios Humanos; Tecnologías de la información; Derecho y servicio público; Fabricación; Ciencia, Tecnología, Ingeniería y Matemáticas (STEM); Transporte, distribución y logística. La admisión a estos programas se basa en la colocación del grado, la aptitud, el interés y la disponibilidad de espacio de la clase.

Es norma del Distrito Escolar Independiente de Abilene no discriminar en sus programas, servicios o actividades vocacionales por motivos de raza, color, origen nacional, sexo o impedimento, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

Es norma del Distrito Escolar Independiente de Abilene no discriminar en sus procedimientos de empleo por motivos de raza, color, origen nacional, sexo, impedimento o edad, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; Título IX de las Enmiendas en la Educación, de 1972, la ley de Discriminación por Edad, de 1975, según enmienda; y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda.

El Distrito Escolar Independiente de Abilene tomará las medidas necesarias para asegurar que la falta de habilidad en el uso del inglés no sea un obstáculo para la admisión y participación en todos los programas educativos y vocacionales.

Para información sobre sus derechos o procedimientos de quejas, comuníquese con el Coordinador del Título IX, Alison Sims (alison.sims@abileneisd.org) y Stevanie Jackson (Stevanie.jackson@abileneisd.org) en 241 Pine Street, Abilene, TX 79601, 325-677-1444 y/o el Coordinador de la Sección 504 en Gena Weaver (gena.weaver@abileneisd.org) en 241 Pine Street, Abilene, TX 79601, 325-677-1444.