



AN EARLY COLLEGE DISTRICT

BROWNSVILLE

INDEPENDENT SCHOOL DISTRICT

SPECIAL PROGRAMS DEPARTMENT

Program Guidelines

&

Procedures

2018-2019

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SPECIAL PROGRAMS DEPARTMENT

Guidelines and Procedures

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SPECIAL PROGRAMS DEPARTMENT

O V E R V I E W

Mission Statement:

To provide financial resources and compliance guidance to the District in order to provide all students with a fair, equal and significant opportunity to obtain a high-quality education and, at minimum, achieve proficiency on the state's challenging academic and performance standards in an effort to produce responsible, well-rounded graduates who will pursue a post-secondary education and/or career.

Vision Statement:

The vision of the Special Programs Department is to provide the highest level of service, guidance and support by identifying and maximizing financial resources while supporting the community and District's commitment to educational excellence in an effort to meet the needs of all students.

Department's Goals and Objectives:

Goal 1: To provide districtwide instructional programs to improve the achievement of eligible students through supplemental services and programs as identified in the District Improvement Plan.

Objectives:

- Encourage, support and monitor the implementation of federally funded supplemental programs such as the Private Non-Profit Schools' Program as required by federal statute, Summer Programs, Migrant Program, Homeless Services, Title II-A, Class Size Reduction, and Title IV.
- Provide technical assistance to all campuses in order to ensure that the programs in place are addressing the academic needs of eligible low-achieving students.

Goal 2: To assist schoolwide campuses to improve the entire instructional program and close the educational gap among eligible students through supplemental funds for services and programs as identified in each Campus Improvement Plan.

Objectives:

- Fund personnel to lower the class size ratio.
- Provide Extended Day/Week/Year Tutorials, and Summer Bridge Programs.
- Provide Curriculum Writing.
- Provide Professional Development.
- Provide Supplemental Instructional Programs in Reading, Math, Science, and Social Studies.
- Provide other services and programs at the campus level as identified in the campus comprehensive needs assessment.

Goal 3: To increase family engagement through meaningful district and campus strategies and activities.

Objectives:

- Provide districtwide family engagement activities year round, such as: District Parent Advisory Committee, Parent Police Academy, Know Your Community Parent Fair, Parent Cluster Meetings.
- Provide campus support and coordination for weekly parent meetings and conferences.
- Conduct Annual Title I Meeting.

Goal 4: To provide financial support and guidance based on the identified needs of the District and Schools.

Objectives:

- Assess Campus Improvement Plans for accountability purposes and provide school administrators with technical support.
- Monitor capital outlay expenditures as identified in the respective Campus and District Improvement Plans.

Goal 5: To ensure that federal funds are expended in accordance with Federal and State laws as well as Local policies and guidelines.

Objectives:

- Provide campuses with access to the annual Procedures Manual in order to provide guidance to campus administrators in the areas of budget and program compliance so that sound fiscal and program practices are carried out.
- Review all federal expenditures including budgets, purchase requests, position control, extra-duty time sheets and composites.
- Provide information on federal funding guidelines to better assist campus administrators, faculty and staff in understanding the purpose and the intent of the Program as well as its impact on student achievement.

Goal 6: Ensure educational rights and protections for children and youth experiencing homelessness under the McKinney-Vento Homeless Assistance Act.

Objectives:

- Provide training for district administrators, campus administrators, faculty and staff to ensure identification methods, immediate enrollment, attendance, services and opportunities for academic success of students in homeless situations.
- Ensure district wide schools' display posters to be readily visible and accessible to parents in accordance with Title I-C of the Every Student Succeeds Act of 2015.
- Review all district wide schools' websites for compliance under House Bill 1559, TEC§ 33.906.
- Ensure District and Campus Improvement Plans incorporate activities in relation to the McKinney-Vento Act.

ESSA Consolidated Application Funding Process

The application for Title I-A (Elementary and Secondary Education), Title I-C (Migrant), Title II-A (Supporting Effective Instruction), Title III-A (Federal Bilingual), and Title IV-A (Student Support and Academic Enrichment) funds is made through the submission to TEA of a consolidated application document known as the Standard Application System (SAS). The completion of this document requires the submission of both program and financial information for these four Title Programs. The Federal Programs Administrator sends copies of the appropriate sections of the SAS to each Title Program Administrator so that they can provide the information that is required to secure funds for these Title Programs.

This documentation is returned to the Federal Programs Administrator who compiles and inputs the information into the SAS via eGrants. The final step is the application certification by the Superintendent of Schools, who attests that the data is correct and that the District will abide by the General Provisions and Assurances contained in the document.

The school district's ESSA Consolidated Application for Federal Funds grant application process is illustrated below on a flowchart. As noted on the flowchart, the application is originated by the Federal Programs Administrator, reviewed by the Federal Programs Supervisor and Coordinator, approved by the Special Programs Administrator, and ultimately certified by the Superintendent of Schools.



[NOTE: TEA allows federal grant expenditures from the grant application “stamp-in date”, however, expenditures that require TEA’s specific approval such as capital outlay will not be approved until TEA issues the Notice Of Grant Award (NOGA) to the district.]

Federal Requirements for District and Campus Schoolwide Program Plans

The District/Schoolwide Campus Plan requirements for a Title I-A schoolwide campus are to be incorporated in the District/Campus Improvement Plan. Specific requirements related to Title I-A schoolwide planning, which may be found in Public Law 107-110 (ESSA) – Sections 1114 and 1115, are as follows:

- 1) Federal funds on a schoolwide campus may be used only to support activities identified by the comprehensive needs assessment and described in the campus improvement plan.
- 2) Any eligible school that wishes to operate a schoolwide program shall first develop in consultation with the District and its school support team or other technical assistance provider under P.L. 107-110, Section 1117, a comprehensive plan for reforming the total instructional program in the school that-
 - a. Incorporate the requirements of a District/Schoolwide Plan cited in P.L. 107-110 Section 114(b);
 - b. Clearly incorporate the three schoolwide components of a District/Schoolwide Program;
 - c. Describe how the school will use federal funded resources and other sources to implement the ten components;

- d. Include a list of state and federal programs whose funds will be combined to implement a District/Schoolwide Program.
- e. Describe how the intent and purposes of the federal programs whose funds are combined on a District/Schoolwide Campus are met, and for upgrading the entire educational program.

Note: Having 40% or more students that come from a low-socio economic background qualifies a campus for schoolwide status.

State Requirements for District and Campus Improvement Plans

In accordance with state requirements under Texas Education Code – 11.251(f) – Planning & Decision-Making Process, each campus improvement plan must:

1. Assess academic achievement for each student in the school using the academic excellence indicator system as described by Section 39.051;
2. Set campus performance objectives based on the academic excellence indicator system, including objectives for special needs populations, including students in special education programs under Subchapter A, Chapter 29;
3. Identify how campus goals will be met for each student;
4. Determine resources needed to implement the plan;
5. Identify staff needed to implement the plan;
6. Set timelines for reaching the goals;
7. Measure progress toward the performance objectives periodically to ensure that the plan is resulting in academic improvement;
8. Include goals and methods for violence prevention and intervention on campus
9. Plan and conduct education and training on Dating Violence for students, staff, and parents, and
10. Provide for a program to encourage parental involvement at the campus.

Local Requirements for District and Campus Improvement Plans

The Plan4Learning, a web-based program will be utilized to develop district and campus improvement plans.

District and Campus Planning Process

Comprehensive Needs Assessment - State and Federal law both outline the requirement for schools to conduct a Comprehensive Needs Assessment (CNA) as part of the planning and decision-making process. Texas Education Code (TEC) Sections 11.25(a)(1-2) and 11.253 related to campus planning state that “the plan must include provisions for a comprehensive needs assessment addressing student performance on the student achievement indicators, and other appropriate measures of performance.”

The CNA is conducted both at the district and campus levels to identify the needs that will drive the campus/district plans. The purpose of a CNA is to examine multiple sources of data and identify the priority needs and direction for the district and campuses. The data helps the District and schools monitor and assess the impact of programs, instruction, and other resources related to student achievement by developing a District and campus profile.

Conducting a CNA is a process, not an event. While there may be specific times during the school year when targeted data analysis occurs, the data collection and analysis process is ongoing to ensure that progress toward the school's objectives, goals, mission and vision are being realized.

The CNA focuses on several areas: demographics, student achievement, school culture and climate, staff quality, recruitment and retention, curriculum, instruction and assessment, family and community engagement, district context and organization, and technology. The results of the Comprehensive Needs Assessment are the driving forces behind the District and Campus Improvement Plans.

The District and Campus Improvement Plans serve as the blueprint for the District and schools. The process entails the following:

1. Follow local district policy, administrative procedures, and requirements of state statute to elect (or select, where appropriate) district and campus professionals for the district and campus committees.
2. Specialists, including staff knowledgeable of federal requirements, have an opportunity to provide input in the planning and decision-making process so the needs of special students are appropriately addressed.
3. Conduct a comprehensive needs assessment, beginning with current student performance for all student populations tested.
4. Assess the needs of special populations - Needs assessment information should be available for all student populations served by Federal Funds. These include:
 - a. Title I-A Improving Basic Programs
 - b. Title I-C (Migrant)
 - c. Title III-A (LEP)
 - d. Title IX-A (Homeless)
 - e. Bilingual/ESL (EL)
 - f. Career and Technical Education (CTE)
 - g. Dyslexia (DYS)
 - h. Gifted and Talented (GT)
 - i. Special Education (SE)
 - j. State Compensatory Education-At-Risk (AR)
5. Identify needs of other stakeholders and areas.
6. Organize for planning.
7. Provide training for committee members to develop skills in brainstorming, problem solving, and consensus building.
8. Select formats and procedures for developing plans.
9. Set times and locations for committee work.
10. Appoint skilled facilitators.
11. Provide for adequate clerical support.
12. Access needed materials, space, and equipment.

13. Conduct planning sessions. Identify resources necessary to accomplish performance objectives. If needed, conduct a cost-benefit analysis to provide support for prioritizing strategies and/or for generating additional resources.
14. Complete the planning documents. Include performance objectives for **all** student populations served, scientifically research-based strategies with sequential activities, incremental timelines for completion of activities, specific personnel assignments, resource allocations, and formative and summative evaluative criteria
15. Develop formative evaluation criteria that allow for periodic measurement of specific student outcomes related to performance objectives.
16. Develop recommendations for a comprehensive budget aligned with strategies identified to accomplish stated performance objectives.
17. Ensure that a draft of the proposed plans for the performance objectives has been made available for review to representatives of all stakeholder groups prior to final submission.
18. Allocate adequate resources to accomplish the strategies. Assign specific staff members to guide implementation of each strategy and activity within each plan and to be responsible for periodic evaluation of the completion of activities
19. Throughout the school year, it is suggested that these personnel report progress regarding implementation of the strategies at least quarterly to the respective district- and campus-level committees.
20. Implement the plans, ensuring fidelity to the strategies outlined.
21. Monitor the ongoing implementation of the plan according to identified incremental timelines and formative evaluative criteria, and make adjustments as needed.
22. Evaluate the accomplishment of targeted performance objectives on an annual basis, following state requirements for public disclosure and input through public meetings.

Monitoring

The Special Programs department personnel monitors Title I-A, Title I-C, Title II-A, Title III-A, Title IV, and Title IX-A programs through a process that involves both “desktop” monitoring and campus site visits. Desktop monitoring involves the review of paper and electronic documents. Some items that fall into this category include:

- Substitute Time Sheets
- Purchase Requests
- Personnel Requests
- District Improvement Plans/Campus Improvement Plans and their Comprehensive Needs Assessments
- Campuses’ Master Schedules
- Tutorial Time Sheets and Attendance
- Budgets and Budget Changes
- Expenditure Reports and Timelines
- Fixed Assets (TEA Inventory Disposition Request)
- Professional Leave Requests
- Professional Development System Reports
- Title I-A, Parent and Family Engagement Compliance Binder

Special Programs Departments' personnel also conduct campus "Monitoring" visits. The purpose of these visits is to ensure that each campus maintains adequate records and documentation regarding the programs and activities funded through Title I-A, Title I-C, Title II-A, Title III, Title IV, and Title IX-A, as well as supplement not supplant guidelines. These visits also include position control to determine that the personnel funded through federal funds have a signed job description on file and are engaging in activities explicitly associated with the programs goals and objectives.

Program Evaluation

The effectiveness of BISD's federal funded programs are evaluated annually. In order to determine the success of each program, statute requires that annual evaluations be conducted at the end of the program year. The program evaluation measures how successful the school has been in addressing identified needs and meeting the goals of the program. Strategies and activities implemented by using the District Improvement Plan/Schoolwide Campus Improvement Plan are evaluated to determine if they are working towards achieving the desired outcomes.

The evaluation plan must include ways to determine whether:

- The academic achievement of all students, particularly those students that are struggling academically improved;
- Whether the goals and objectives included in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP) were achieved; and
- If the DIP/CIP's goals and strategies are appropriate as written or are in need of revision.

The grant evaluation considers the following primary questions: (1) Has the federal funded program been effective? (2) What has worked well in the federal funded program? (3) What has not worked well in the federal funded program? (4) Should federal program funds be redirected? The data is analyzed and the results of these analysis are used as the source of evidence to determine the answers to the four questions.

1. Additionally, a program evaluation survey is made available on-line to all Title I-A parents. The survey is in English and Spanish and it is used to evaluate the strengths and weaknesses of the program's impact on raising student achievement and in productively involving parent/guardians in their children's education.
2. The data is analyzed by the Special Programs Departments in collaboration/conjunction with the ARE Department, with the assistance of other district and campus staff, as needed.
3. The results of the evaluation are used to plan, implement and improve federal funded program.

As required by statute, federal grant funds must be redirected when evaluations indicate that programs and/or services are unsuccessful in producing desired results for students that are low performing and not meeting, at minimum, proficiency on the state's academic achievement and performance standards.

Federal Reporting

The Texas Education Agency requires the annual submission of several reports related to the use of federal funds. The Federal Programs Department collects and compiles the necessary data and prepares the reports for submission to the Agency for Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and Title IX-A.

The Compliance report consists of information regarding the implementation of Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A and Title IX-A that were implemented during the current school year. The Federal Programs Department collects the needed information from other departments and Title programs such as Title I-C Migrant, Title II-A, Title III-A Bilingual, and Private Non-Profit Schools and compiles the report which is reviewed and approved by the Special Programs Administrator prior to the certification of the Superintendent and/or Interim Superintendent and submitted to TEA in Early August.

Federal law requires private schools to be contacted annually to determine which schools wish to participate in the Title I-A, Title I-C, Title II-A, and Title-III. It is the responsibility of the District to ensure consultation with the private schools is timely and meaningful. Consultation must occur during the design and development of the programs and before the District makes any decisions affecting the opportunities of eligible private school children, teachers, and parents. Districts are required to document that the consultation has occurred. Private schools attest that this consultation has taken place by signing an Affirmation of Consultation form that is submitted to TEA in early October.

Federal law requires that Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and Title IX-A services be provided to eligible students at participating private non-profit schools on a basis that is equitable to services provided to public school students.

Coordination of Programs, Services and Funding

Special Programs Department coordinates Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and Title IX-A, services and funds with a number of other District Departments and Programs., including but are not limited to departments such as Curriculum and Instruction, State Compensatory Education, Migrant Education, Professional Development, Technology and Health Services and programs such as STEM, Summer Bridge and Elementary and Secondary Summer School.

Procedures for Dissemination of Guidelines

The Special Programs Department will inform all campus and department administrators of the availability of this written program guidelines and procedures each on the Special Programs Department's website. Following such dissemination of information, the Federal Programs Administrator/Coordinator will meet with school administrators on an annual basis to ensure a clear understanding of the procedures enacted to follow federal funded program guidelines and procedures. In turn, the school administrators will inform their federal funded campus personnel.

Extended Day/Week/Year Program Guidelines

In Brownsville ISD, every opportunity is extended to help our students become academically successful. The extended day/week/year tutorial program's sole focus is on improving the academic success of the struggling students. The Dean of Instruction and/or Principal Designee and/or Program Designee, in consultation with the Program Administrator/Principal and/or appropriate staff, will oversee an extended day/week/year learning programs for students identified as not meeting or being in danger of not meeting expected academic standards. The Tutorial Program, as appropriate, may offer students:

- Accelerated instruction to improve low performing students' achievement on assessment instruments administered under Subchapter B, Chapter 39 TEC, inclusive of STAAR and TAKS;
- Accelerated instruction in subjects in the foundation curriculum (English Language Arts, Mathematics, Science, and Social Studies); and credit recovery.

The supplemental extended day/week/year learning time, as appropriate, may:

- Be outside the regular instructional day (e.g. before school, after school and/or Saturday, and/or summer);
- Be held from year round;
- Be offered during the summer minimum twice a week for one hour; on Saturday for three hours;
- Reduce the student and teacher ratio to a minimum of 8:1; and
- Include the use of scientifically research-based instructional strategies that meet the educational needs of low performing students.

Prior to the start of the tutorial program, the Dean of Instruction and/or Principal Designee and/or Program Designee shall:

- Submit Supplemental Duty Recommendation Form(s) with required signatures of the employee, principal, funding administrator, special programs administrator, area assistant superintendent, and compensation manager. Tutorials shall not begin until form(s) have all appropriate signatures.
- Provide a Federal Programs Job Description in the appropriate content area for the teacher's review and signature. Copy of said job description will be kept on file for each tutorial teacher.
- Develop a tutorial schedule documenting the foundation curriculum area of focus, day(s) of week, and times when tutorials will be held.
- Ensure that the tutorial schedule is reflected in eSchoolPLUS, the district mandated student management software program, to maintain documentation of low performing student attendance and/or grades by teacher. Courses for tutorials and extended day must be entered in the Student Management System with the following numbers:
 - Regular Tutorials: (0F2-Y Accounts) **#970020**
 - Extended Day: (ASP-Y Accounts) **#970030**
- Advise parents of low performing students of the Federal Programs Tutorial Program eligibility, and schedule. Secure signed permission slips for participation.
- Advise teachers, as appropriate, of tutorial guidelines, attendance and/or grading procedures, lesson plans, and targeted TEKS and objectives of assessment instruments administered under Subchapter B, Chapter 39 TEC.
- Advise teachers that all documentation will be maintained in accordance with Federal, State and Local guidelines. All documentation must be thorough, complete, and maintained for 7 years.
- Ensure that teachers, as appropriate, analyze performance data of assessment instruments administered under Subchapter B, Chapter 39 TEC,
- Inclusive of STAAR and relevant to low performing students in assigned tutorial classes prior to beginning instruction.

During the tutorial program, the Dean of Instruction and/or Principal Designee shall:

- Ensure that teachers complete lesson plans relevant to targeted TEKS and objectives of assessment instruments administered under Subchapter B, Chapter 39 TEC addressed during tutorial sessions.
- Ensure that low performing student attendance is entered on a daily basis via eSchoolPlus, the District mandated electronic gradebook, and/or eSchoolPlus.
- Oversee processes for the verification of low performing student attendance and/or grades.
- Conduct classroom observations to monitor the delivery of high-quality supplemental instructional services for low performing students.
- Issue each tutorial teacher an original timesheet and ensure that the teacher(s) are signing in and out in accordance with the BISD Payroll Department Timesheet Instructions.
- Submit an original Payroll Timesheet Supplemental Duty Composite form as a cover for all the timesheets. Ensure that all tutorial teachers are listed on the composite form, verify that there is an original timesheet for each tutorial teacher, and confirm that all appropriate signatures have been obtained prior to submission.
- Ensure that the Supplemental Duty Composite sheet and corresponding employee timesheets are submitted according to the Supplemental Duty Composite Payroll Schedule. ***Timesheets not submitted on a timely basis or missing signatures will result in delay of payment.***

After the tutorial program has been completed, the Dean of Instruction and/or Principal's Designee shall:

- Submit the final Supplemental Duty Composite form and Payroll Timesheets according to the Supplemental Duty Composite Payroll Schedule.
- Ensure that all attendance and/or grade sheets are submitted, verified, and signed by each tutorial teacher to maintain documentation of supplemental instructional services rendered to low performing students.
- Ensure that all tutorial lesson plans are current and up to date and reflect materials or instructional strategies being used in order to assure proper documentation of supplemental instructional services rendered to low performing students.
- Maintain documentation of sample activities, strategies, and/or assessments utilized to address targeted TEKS and objectives of assessment instruments administered under Subchapter B, Chapter 39 TEC during the tutorial program.
- Teachers and students will be surveyed at the end of the tutorial cycle for program effectiveness and suggestions for program improvement. Results will be utilized to improve and/or modify tutorials as needed and reported to the appropriate Federal Programs Department.
- A certification form stating the duration of the program will be signed by each tutorial teacher upon completion of the program. A copy will be kept on file and the original will be submitted to the Federal Programs Department.
- Ensure that all previously mentioned documentation is submitted, by teachers and/or office staff for teachers at the end of the tutorial cycle.

Summer Bridge Program

The purpose of the Secondary Summer Bridge Program is to help transition incoming 6th and 9th grade students by providing extended learning and enrichment opportunities that will promote their academic achievement and success during the regular school year.

The middle school program will focus on students entering sixth grade who failed to meet the SSI requirement (STAAR Reading and/or Math) during the spring STAAR administration. The minimum duration of the middle school program will be four class days for students and one teacher preparation day. Each middle school program will be staffed by one administrator, one counselor, teachers and support staff. The student-teacher ratio is 25 to 1. Teachers will be paid at the established rate for extra duty pay as per the District's Compensation Plan.

High School Summer Bridge Program will serve incoming eighth grade students whose STAAR scores indicate a need for additional academic support. The high school program will include a minimum of four days of student instruction and one teacher preparation day. Each high school program will be staffed by one administrator, two counselors, teachers and support staff. The student-teacher ratio is 25 to 1. Teachers will be paid at the established rate for extra duty pay as per the District's Compensation Plan.

The program may also implement flexible scheduling as long as the total program hours equal the minimum required days. Campuses may expand the program beyond the minimum number of days if funding permits.

Procedural Guidelines for Summer Bridge

- Each campus will analyze student data and develop a detailed written plan for the summer bridge program to address identified needs.
- Campus administrators will select certified core area teachers for the program and submit recommendations to Human Resources Department in accordance with established procedures and time-lines.
- The following will be kept on file at the campus for each participating student:
 - A completed registration/information form
 - A student Pledge Letter
 - A signed Parent Commitment Form for participating students
 - Lesson Plans
- Each teacher is responsible for keeping lesson plans and student attendance.
- Teacher timesheets and payroll composites will be submitted to the Federal Programs Department at the conclusion of the program.

EVERY STUDENT SUCCEEDS ACT: TITLE I-A

Improving Basic Programs

The purpose of Title I-A is to ensure that all children, particularly low-achieving children in the highest-poverty schools, have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at minimum, proficiency on challenging State academic achievement standards and state performance standards. This purpose can best be accomplished by:

- (1) Ensuring that high-quality academic assessments, accountability systems, teacher preparation and training, curriculum, and instructional materials are aligned with challenging State academic standards so that students, teachers, parents, and administrators can measure progress against common expectations for student academic achievement;
- (2) Meeting the educational needs of low-achieving children in our Nation's highest-poverty schools, limited English proficient children, migratory children, children with disabilities, Indian children, neglected or delinquent children, and young children in need of reading assistance;
- (3) Closing the achievement gap between high and low performing children, especially the achievement gaps between minority and non-minority students, and between disadvantaged children and their more advantaged peers;
- (4) Holding schools, local educational agencies, and States accountable for improving the academic achievement of all students, and identifying and turning around low-performing schools that have failed to provide a high-quality education to their students, while providing alternatives to students in such schools to enable to students to receive a high-quality education;
- (5) Distributing and targeting resources sufficiently to make a difference to local educational agencies and schools where needs are greatest;
- (6) Improving and strengthening accountability, teaching and learning by using State assessment systems designed to ensure that students are meeting challenging State academic achievement and content standards and increasing achievement overall, but especially for the disadvantaged;
- (7) Providing greater decision making authority and flexibility to schools and teachers in exchange for greater responsibility for student performance;
- (8) Providing children an enriched and accelerated educational program, including the use of schoolwide programs or additional services that increase the amount and quality of instructional time;
- (9) Promoting schoolwide reform and ensuring the access of children to effective, scientifically based instructional strategies and challenging academic content;
- (10) Significantly elevating the quality of instruction by providing staff in participating schools with substantial opportunities for professional development.
- (11) Coordinating services under all parts of this title with each other, with other educational services, and, to the extent feasible, with other agencies providing services to youth, children, and families, and
- (12) Affording parents substantial and meaningful opportunities to participate in the education of their children.

The Federal Programs Department Administrator ensures that the ESSA Consolidated Application for Federal Funding is submitted on an annual basis in July to ensure that Title I-A funds for the Brownsville Independent School District are granted in a timely manner.

ESSA Schoolwide Program Requirements

(Element 1) SWP Comprehensive Needs Assessment

(Element 2) SWP Campus Improvement Plan Requirements

(Element 3) Parent and Family Engagement Requirements

(Element 1) SWP Comprehensive Needs Assessment (Section 1114(b)(6))

Campuses operating a schoolwide program must conduct a comprehensive needs assessment of the entire school that includes:

- Information on the academic achievement of students in relation to the challenging State academic standards, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined locally.

(Element 2) SWP Campus Improvement Plan (CIP) (Section 1114(b))

An eligible school operating a schoolwide program may use Title I funds for any activity that supports the needs of students in the school as identified through the comprehensive needs assessment and articulated in the schoolwide plan. The school shall develop a Campus Improvement Plan that includes:

- A description of the strategies that the school will be implementing to address school needs, including a description of how the strategies will:
 - provide opportunities for all children to meet the challenging State academic standards*
 - use methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
 - address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards
- If programs are consolidated, the specific State educational agency and local educational agency programs and other Federal programs that will be consolidated in the schoolwide program.

(Element 3) SWP School Parent and Family Engagement Requirements (Section 1116(b-c))

A campus that receives Title I-A funds must conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under this part consistent with this section. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

- **School Parent and Family Engagement Policy**

Campuses served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Each campus served under this part shall—

- convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation in a SWP and to explain the requirements and the right of the parents to be involved;
- offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I-A, transportation, child care, or home visits, as such services relate to parental involvement;
- involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan, except if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children
- provide parents of participating children—
 - timely information about programs under this part;
 - a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and
 - if the schoolwide program plan is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA.

- **Shared Responsibilities for High Student Academic Achievement (Section 1116(d))**

Each campus served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve the State's high standards. Such compact shall—

- describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part

to meet the challenging State academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time; and

- address the importance of communication between teachers and parents on an ongoing basis through, at a minimum—
 - parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement;
 - frequent reports to parents on their children's progress;
 - reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

- **Building Capacity for Involvement** Section 1116(e-f)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each campus and LEA assisted under this part—

- shall provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- shall provide materials and training to help parents work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, 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, implement and coordinate parent programs, and build ties between parents and the school;
- shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public pre-school programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; and
- shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand; and

- shall provide such other reasonable support for parental involvement activities under this section as parents may request.
- In carrying out the parent and family engagement requirements of this part, LEAs and campuses, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and required school reports in a format and, to the extent practicable, in a language such parents understand.

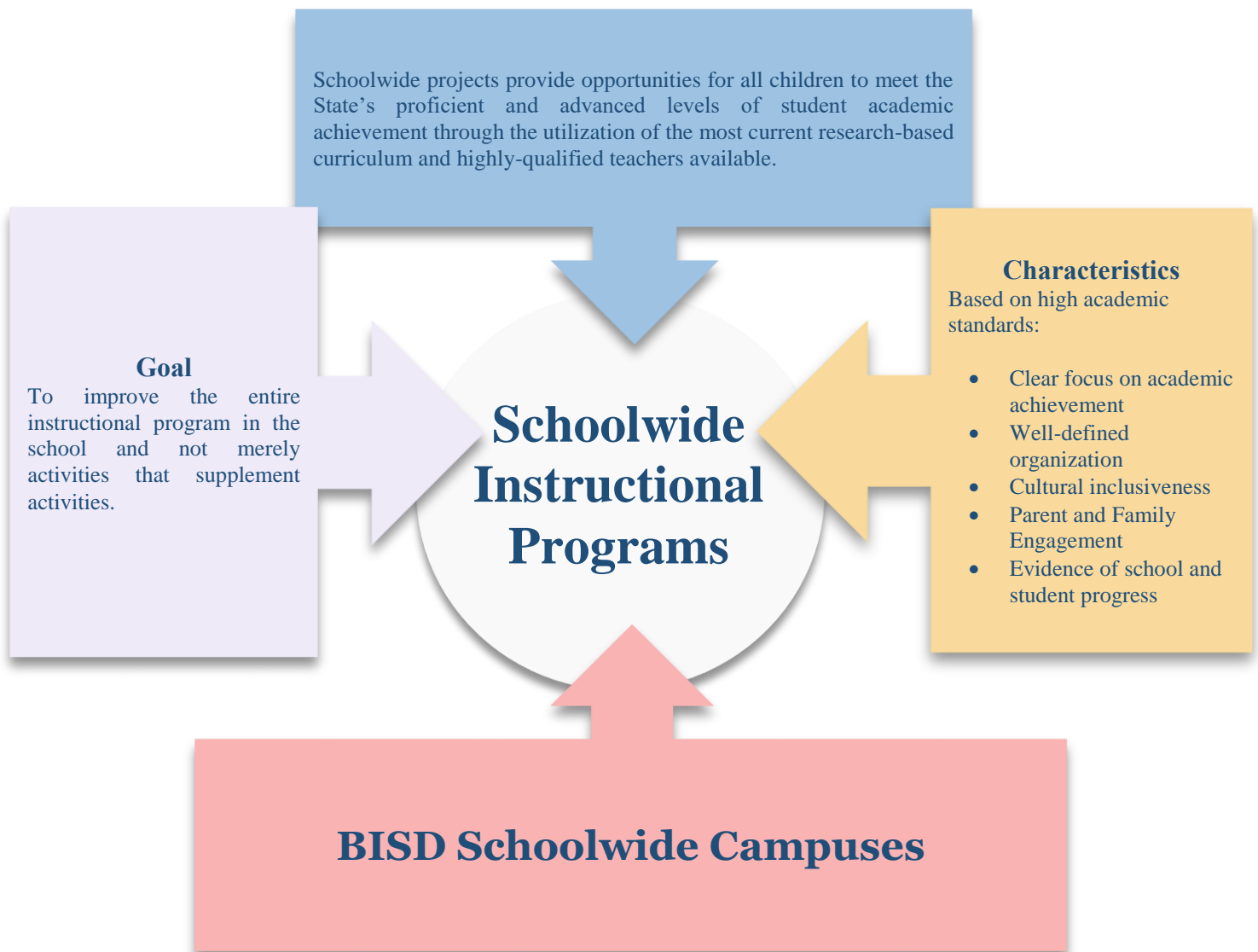
Special Rule-If the campus has a parent and family engagement policy that applies to all parents and family members, such school may amend that policy, if necessary, to meet the above requirements.

Amendment-If the LEA has a parent and family engagement policy that applies to all parents and family members in all campuses served by the LEA, it may amend the policy, if necessary, to meet the above requirements.

Parental Comments-If the LEA plan is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with the plan when the LEA submits the plan to the State.

Title I-A

Schoolwide Instructional Programs



Title I-A

Schoolwide Instructional Programs

Supplemental Instructional Programs

The Title I-A program is federally funded and designed to supplement instruction provided in the regular classroom as well as extended day/week/year by certified teachers. Subject to funding availability, funded by Title I-A teachers are hired to provide instruction in the core subject areas. The role of the Title I-A teacher is to close the gap between low-performing students and their higher achieving peers by providing and increasing the level of rigor in regards to instruction. Moreover, the Title I-A teacher provides a challenging and meaningful instructional program that will allow for low-performing students to reach at minimum, proficiency on State academic standard achievement and pass the State academic assessments. The Title I-A teacher shall also use effective, scientific, research-based, instructional strategies that meet the needs of low-performing students by also providing an enriched and accelerated curriculum. These teachers are also responsible for attending professional development opportunities that will address low-performing students' difficulties in the areas of need.

Title I-A teacher assignments are in the following supplemental instructional areas:

Supplemental Instructional Programs

- Reading
- Math
- Science
- English
- Social Studies/History/Economics
- Extended Day/Week/Year Tutorial Programs
- Private Non-Profit Schools' Title I-A Tutorial Program

Private Non-Profit School (PNP) Programs

Title I-A eligible students attending private non-profit schools may receive Title I-A services if the school they attend wishes to participate in the program. Funding for services to private campuses is based on the number of students whose family income meets the guidelines established by the Federal government for the free or reduced lunch program. Supplemental educational services are provided to those students with the greatest academic need. The program participants must reside within the District's attendance area.

Federal Programs' Administration and staff consults with each private school regarding the services that will be provided. Subject to funding availability, services can take various forms such as part-time Title I-A tutors, computer assisted instruction, extended day/week/year programs.

Currently Participating PNP Schools

First Baptist School

Guadalupe Regional Middle School

Incarnate Word Academy

St. Joseph Academy

St. Luke Catholic School

St. Mary's Catholic School

Valley Christian High School

FEDERAL FISCAL REQUIREMENTS

Federal Fiscal General Provisions

Under the Education Department General Administrative Rules (EDGAR), the application of these cost principles is based on the fundamental premises that:

1. The non-Federal entity (BISD) is responsible for the efficient and effective administration of the Federal award through the application of sound management practices.
2. The non-Federal entity (BISD) assumes responsibility for administering Federal funds in a manner consistent with underlying agreements, program objectives, and the terms and conditions of the Federal award.
3. The non-Federal entity (BISD), in recognition of its own unique combination of staff, facilities, and experience, has the primary responsibility for employing whatever form of sound organization and management techniques may be necessary in order to assure proper and efficient administration of the Federal award.
4. The application of these costs principles should require no significant changes in the internal accounting policies and practices of the non-Federal entity. However, the accounting practices of the District must be consistent with these cost principles and support the accumulation of costs as required by the principles, and must provide for adequate documentation to support costs charged to the Federal award.
5. In reviewing, negotiating and approving cost allocation plans or indirect cost proposals, the Division for indirect costs should generally assure that the non-Federal entity (BISD) is applying these cost accounting principles on a consistent basis during their review and negotiation of indirect cost proposals. Where wide variation exists in the treatment of a given cost item by the non-Federal entity, the reasonableness and equity of such treatments should be fully considered.
6. For non-Federal entities that educate and engage students in research, the dual role of students as both trainees and employees (including pre and post-doctoral)
7. Staff contributing to the completion of Federal awards for research must be recognized in the application of these principles.
8. The non-Federal entity (BISD) may not earn or keep any profit resulting from Federal financial assistance, unless explicitly authorized by the terms and conditions of the Federal award.

Allowable Costs

Allowable costs are described in detail under the Education Department Guiding Administrative Rules (EDGAR) Sec. 200.400 through 400.475 and the Special Programs Purchasing Guide.

Period of Availability of Funds

Where a funding period is specified, a grantee may charge to the award only costs resulting from obligations of the funding period, unless carryover of unobligated balances is permitted, in which case the carryover balances may be

charged for costs resulting from obligations of the subsequent funding period. Campuses may start spending funds for activities that have been incorporated into the Comprehensive Needs Assessment and District/Campus Improvement Plan in July of the current school year.

Carryover Funds

Under Federal law, no more than 15% of Title I-A funds allocated to the district during a given fiscal year may be carried over into the next fiscal year.

Projected Spending Timeline

As the purpose of federal funds is to improve student academic achievement, it is important that the supplies, materials and services purchased be in place in a timely manner so that the students will be able to utilize as soon as the year begins.

Campuses should have a minimum of 25% of their funds spent or encumbered by August. This percentage increases each month, rising to 65% in November and 95% by February.

Deadlines for budget changes, purchase requests and final receipt of goods are also established on an annual basis and shared with the campuses in an effort to keep everyone responsive to the projected spending target dates set for the school year.

Supplement Not Supplant

Brownsville ISD has implemented guidelines to ensure compliance with the federal fiscal requirement of supplement, not supplant. The purpose of the procedures is to ensure that the level of state and local support for programs remains at least constant and is not replaced by federal funds. Federal funds are used to supplement (add to, enhance, to expand, or increase) the funds available from non-federal sources, and not to supplant (replace or take the place of) the existing non-federal funds.

1. Federal funds shall not be used to provide services that the District is required to provide under federal, state, or local laws/policies.
 - Salary expenditures for staff required by federal, state, or local policy shall not be paid from federal funds. For example, teacher FTEs that meet the state's 22:1 student-teacher ratio for grades K through 4th will not be funded from federal funds. Excess teacher units, if any, may be eligible for payment through federal funds.
 - Documentation shall include a report that reflects the teacher units throughout the district mandated by the state and the excess units, if any.
 - Salary expenditures for staff required by local policy shall not be paid from federal funds. Excess staff units, if any, may be eligible for payment through federal funds.
 - Documentation shall include Board minutes or local policy reflecting the staffing requirement and a report that reflects the staff units throughout the district mandated by the local minutes/policy and the excess units, if any.

- Federal funds shall not be used to pay for state required activities, such as state-mandated assessments.
 - Documentation shall include purchase orders for state required activities. The purchase orders shall reflect that non-federal funds were used to pay for the expenditures.
- 2. Procedures for determining that a school participating in a schoolwide program is using federal funds available only to supplement the amount of funds that would, in the absence of ESSA federal funds, be available from non-federal sources for the school (including funds needed to provide services for children with disabilities and children with limited English proficiency.) Note: In a Title I-A Schoolwide Program, supplemental services may be provided to all children;
- 3. Procedures for determining supplement, not supplant when state or local funds are no longer available. Federal funds shall not be used to provide services that the District is required to make available under other Federal, State or Local laws (Board Policy).
- 4. The Area Assistant Superintendents, Finance Department, Special and Federal Programs Departments, and Human Resources Department will ensure that the supplement not supplant provisions are met.
 - 1) A) **Staffing-** When a vacancy becomes available, the principal and/or department administrator initiates a personnel request (PR) and submits the form to the Special Programs Department to ensure that the position is in fact available and to determine the funding amount that the position holds. Once the PR has been reviewed for compliance and the department determines that the position is supplemental in nature, the signed PR by both, the Special and Federal Programs' administrators is then forwarded to the departments' Area Assistant Superintendent for approval. The PR is then forwarded to the Human Resources Department (HR) to complete the hiring process. The Human Resources Department confirms the availability of position(s) at said campus or department and ensures that all documentation is complete. Should the documentation be complete, a "Report to Work" letter will be issued.

Once the campus or department is in receipt of the "Report to Work" letter, then and only then can the person on the PR report to their newly assigned position. The Human Resources Department then works closely with the Payroll Department to properly code the funding source and ensure that the proper funding source is being debited for the personnel in place. The Federal Programs and Special Programs Departments maintain records of all personnel that are funded in full or in part from Title I-A funds.

Note: Incomplete documentation will result in the PR being rejected and returned to the campus or department.

B) **Master Schedules-** Master Schedules will be secured from eSchoolPLUS and printed to verify certified positions funded through federal funds and ensure supplement not supplant requirement is being met.

C) **Campus/Departments Visits-** Visits will be conducted annually by the Federal and Special Programs Administration and staff to physically verify that federally funded personnel is at designated assignments and performing duties in accordance to and within program guidelines.

D) **Extra-Duty Recommendations-** Names of personnel being recommended for extra-duty assignments recommendations must be submitted to the Federal Programs Department for pre-approval before initiating the intended program. If the extra-duty involves tutorials, the classes must be entered into eSchoolPLUS for accountability purposes.

- 2) **Supplies and Materials-** Ordering of supplies and materials in accordance to EDGAR regulations, Title I-A Program guidelines and District purchasing guidelines will be closely monitored through the approval process on the BusinessPLUS system to ensure that materials being purchased are in fact supplemental. In addition, all PRs must have location of where supplies will be used or stored.
- 3) **Capital Outlay-** Any Purchase Request for capital outlay will be reviewed to ensure the items are in fact supplemental in nature. In addition, each item being requested must be included in the current ESSA Consolidated Application for Federal Funding and approved by the Texas Education Agency before such items can be purchased. The need for capital outlay must be identified in the Comprehensive Needs Assessment, justified through a capital outlay questionnaire and correlated to a campus improvement plan strategy. In addition, all PRs must have location of where supplies will be used or stored.

Campus Allocations

Title I-A, Title I-C, and Title III-A funds are allocated to BISD campuses on an equal per pupil basis. The per pupil allocation is determined by dividing the total current year allocation plus carry forward, if applicable, less district set asides by the total number of students enrolled. Allocations for services to private non-profit schools include a proportional share of district set aside funds.

The Title I-A, Title II-A, and Title III-A budgets for individual campuses are determined for the upcoming school year by multiplying the projected number of students (as per District enrollment projections) by the per pupil allocation. Campuses are provided annually with budget worksheets. These electronic worksheets are used by principals to allocate Title I-A, Title II-A, and Title III-A funds into the appropriate functions and accounts which are based on the needs of the individual campuses.

Funding Designations

BISD reserves, as applicable, federal funds in accordance with local and ESSA requirements as follows:

- Function 11 – for instructional activities to address the needs of the academically struggling students (80% minimum);
- Function 13 – for addressing the professional development needs of instructional staff at campuses and district level (10% maximum);
- Function 23 – for addressing instructional leadership activities (9% maximum)
- Function 31 – for addressing guidance and counseling activities (9% maximum)
- Function 33 – for addressing health services activities (5% maximum)
- Function 51 – for addressing custodial services (2% maximum)
- Function 61 – parental involvement activities at the district and campus levels (1% minimum).

Additional funds are reserved for necessary district-level initiatives/activities prior to the allocation of funds to campuses, including those related to parental, administrative cost, professional development, equitable services to private school students and pre-school programs.

Title I-A Funded Personnel

All teachers paid with federal funds must be certified in the area of assignment. Instructional assistants must hold an associate degree and/or 45 college hours. In addition, a signed job description/evaluation must be kept on file at the campus and readily available for auditing purposes for all federally funded personnel. Moreover, a time and effort certification form will be signed by all federally funded personnel at the completion of each semester (fall/spring/summer). A copy will be kept at the campus and the original will be submitted to each appropriate Program Department. In addition, split-funded personnel must keep daily activity logs to show the percentage of time that is spent on grant activities. These logs are submitted to the Federal Programs Department on a monthly basis and are kept on file for auditing purposes.

Time and Effort Certification Reporting Procedures

Charges to Federal awards for salaries and wages must be based on records that accurately reflect the work performed. These records must:

Our internal control system requires Time and Effort Certifications to be completed for all federal funded personnel. The Federal Programs Department maintains auditable records that show how each federal funded employee spent his or her compensated time. These records are written, after-the-fact (not estimated or budgeted) documentation on how time was spent. Time & Effort forms will be disseminated at the end of the Fall Semester, at the end of the Spring Semester, and at the end of the Summer School Program. Time and Effort Certification Forms are to be signed by each employee to reflect the following:

1. An employee who is paid at a 100%, 50%, 40% or other percentage.
2. Employees paid from multiple funding sources must also submit Time and Effort Daily Logs to the Federal Programs Department.
3. An employee must also acknowledge and indicate which federal grant fund is used to pay for his/her personnel costs.
4. An employee must specify the position that is funded. (ie. Teacher, Tutorial Teacher, Certification Stipend, etc.)

Semi-Annual Certifications

The semi-annual certification must be signed by each federally funded employee and the supervisor having first-hand knowledge twice a year of the work performed as related to the employee's signed and dated job description. A copy of said certification must be submitted to the appropriate funding department for auditable purposes after the end of each semester. Employees paid at a 100% are not required to maintain a Time and Effort Daily Log. However, each employee must certify in writing, at least semi-annually, that he/she worked solely on Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and Title IX-A activities.

Split-Funded Monthly Reports

Time and Effort Daily Logs are maintained by all personnel whose salaries are charged partially to Title I-A, Title I-C, Title II-A, Title III-A, Title IV-A, and Title IX-A in combination with other funding sources. All personnel that are split funded complete a time and effort daily log which reflects daily duties that were performed during the

month and document the percentages of time spent. Monthly reports signed by each employee and campus administrator are submitted to the appropriate funding program for review in electronic format on a monthly basis. The appropriate funding administrator monitors the activities of each federal funded personnel through an on-going review of time and effort logs and semi-annual certification forms. In addition, monitoring visits are made to campuses on an annual basis to verify that personnel are performing grant activities as reported.

Job Descriptions

Employees are required to sign and date a job description which clearly shows that the employee is aware that they are performing supplemental federal grant activities to the program or single cost objective. The job description must be updated annually or when a function or activity is added to or deleted from an existing job description, must clearly identify the function and activities performed by the employee for the applicable fund source(s) or cost objective, and must be maintained at the campus. In addition, the daily schedule for all federally funded employees must be signed and kept on file for auditing purposes.

Expenditures

The use of all federal funds are guided by Federal and State laws and guidance, financial standards as outlined in the Education Department General Administrative Rules (EDGAR), and BISD policy and procedures. However, the most restrictive Federal, State or Local rules must be followed.

Vendors & Consultants

All vendors must be on the BISD Board approved vendor list or belong to one of the State approved purchasing co-op groups. Consultants must be on the BISD Board approved consultant list. Prior to obtaining the services of a consultant, the campus or department requesting such services must submit a Consultant Request Form and vita or other supporting documentation to the funding administrator for approval. When federal funds are being used, this request is first sent to the appropriate funding Program Department for said approval.

Electronic Equipment

Campuses are provided with electronic equipment requests forms in an effort to determine their campus needs prior to the submission of the ESSA Consolidated Application for Federal Funding. Each campus intending to use federal funds for electronic equipment must submit a list of each item to be purchased, along with the quantity, price and the location of where the items will be utilized/stored is required. The need for such items be identified in the campus comprehensive needs assessment and the CIP activity. The campus must also submit answers to the ESSA Use of Funds Questionnaire which justify the need and proposed use of each item to be purchased. The questionnaire must be attached to the PR and the items that are being ordered on the PR must match the items specified in the questionnaire. Internal controls include the following:

- 1.) Safeguarding controls for all equipment, supplies and materials must be in place.
- 2.) Location where the supplies/materials/equipment will be utilized and/or stored must be documented on all PRs.
- 3.) Distribution logs must be in place as part of your internal controls.
- 4.) Electronic equipment costing more than \$150, but less than \$5,000 will now be purchased under object code 6398-62/65.
- 5.) Fixed assets costing more than \$5,000 will fall under 6639-62/65.

A copy of the District/Campus Improvement Plan Activity noted in the electronic equipment request. Once the ESSA application is submitted to TEA, the campuses can start the purchasing process by initiating a Purchase Request in the BusinessPLUS system and must include the location number of where items will be utilized and/or stored.

The TEA Inventory Disposition Form is required to report items that will be disposed, missing or reported as stolen.

Purchase Requests

Purchase requests for the use of federal funds are initiated at the campus or department level using the electronic BusinessPLUS system and follow the purchase request workflow. These requests are approved first by the campus or department administrator and are then reviewed by the funding administrator and Special Programs Administrator to determine that the expenditures are:

- Allowable – Is it an allowable expenditure under Program guidelines? (see Title I-A Funding Guide)
- Allocable – Is it specific to the federal funding program's intent and purpose?
- Reasonable – Is the price realistic?
- Necessary – Is it essential to increase student academic achievement?

After-the-fact purchase requests are seldom generated and approved for emergency and/or unforeseen reasons that may come about for grant activities that have been written into the grant, meet the grant's guidelines, and/or have been Board approved.

Practical questions to consider before an expenditure takes place:

- Do I really need this item(s)?
- Is the expense targeted to valid program needs?
- Is this the minimum amount I need to spend to meet my need?
- Do I have the capacity to use what I am purchasing?
- Is the price being paid for the item(s) a fair rate?
- If I were asked to defend this purchase would I be able to?

Additionally, purchase requests must support activities in the District Improvement Plan (DIP)/Campus Improvement Plan (CIP) that are based on the school's Comprehensive Needs Assessment (CNA). Capital outlay expenditures must have been included and approved in the consolidated grant application prior to purchase requests being made. Purchases not found in the District Improvement Plan/Campus Improvement Plan or Comprehensive Needs Assessments and all capital outlay requests not included in the consolidated grant application for approval will be denied.

Private Non-Profit schools submit their purchase order requests in hard copies directly to the Federal Programs Department for initial approval and entry into the BusinessPLUS system by the Federal Programs personnel.

Software

Purchase Requests for new software must have a signed Campus Software Evaluation Approval Form and a Software Evaluation Rubric Form attached. These forms are initiated by the campus and submitted to the designated C&I Specialist. They are then reviewed by C&I and Technology staff, signed if approved, and returned to the initiating campus. Once the new software has gone through the vetting process, the campus may generate the PR.

Extra-Duty Pay and Stipends

Extra-duty pay that is funded with federal funds is also reported and documented on a monthly basis. Documentation consists of extra-duty recommendation forms, timesheets and supplemental duty composite forms. Initially, the recommendation forms are signed by the employee that is being recommended and a campus/program administrator prior to being submitted to the Federal and Special Programs Departments for funding approval. The monthly time sheets are verified by the Federal Programs secretary and if necessary, adjustments are made to the supplemental duty composite form before it is signed by the Federal and Special Programs Administrators. The Payroll Department staff is responsible for reconciling extra-duty pay to actual pay and if necessary, the Payroll department makes the necessary adjustments. Stipends paid from federal funds are also reported, documented and are subject to the same corroboration checks noted earlier.

Extra-Duty Pay

If a campus elects to use a portion of their allocation for supplemental activities including but not limited to Extended Day, Tutorials, and Curriculum Writing, the following will apply:

- Each individual being considered for tutorials will be given a job description that describes the purpose, intent and duties of the tutor (or other position to be funded).
- Name(s) of the individual(s) to be recommended will be submitted to the funding program administrator using the Supplemental Duty Recommendation Form for signature of approval. Said form will then be sent for signature to the Special Programs Administrator, the campus' Area Assistant Superintendent and then to the Human Resources Department for processing.
- Time sheets, signed by the employee and administrator or supervisor, will be turned in on a timely basis each monthly pay period for the duration of said activity.
- A certification form will be signed by the individual hired and the Principal/Administrator upon completion of said tutorial stating the duration of the program. A copy will be kept on file at the campus along with the required documentation (lesson plans, attendance sheets, grades, assessments, evaluation of the extra duty program) and the original will be sent into the Federal Programs Department for documentation.

Stipends

Stipends from federal funds are paid at the rate established by the District. These include the following:

- Stipends for attending staff development opportunities - documented with sign-in sheets are submitted to payroll using the standard district stipend form that indicates payment is for grant activity.
- Stipends for certification are also prorated and paid on a monthly basis.
- Stipends will adhere to the BISD Compensation Plan.
- Certification Stipends must be turned in twice a year. One to be submitted the first week they return from summer break and the second one, to be submitted on the first week of the Spring Semester.

Substitutes

Substitute payroll forms for all substitutes paid out of 211 or 212 or 255 should be submitted to the following offices every Friday. Special Programs' staff will then submit all paperwork to Human Resources.

Fund 211: Title I-A	Federal Programs (Mary Lou Esparza, CAB – Room 223)
Fund 212: Title I-C	Migrant Program (Estela L. Barrientes, CAB – Room 106)
Fund 255: Title II-A	Special Programs (Mary Tolman, CAB – Room 101)

- 1.) Please verify that you enter the correct employee number for the substitute and the absent teacher. Please print the name of the absent teacher.
- 2.) Record the correct job number and the account number to be used.
- 3.) Indicate the date and week ending.
- 4.) Record the number of days worked at the end of the week.
- 5.) Timesheets must be turned in to the funding source with ample time so that they may reach the Human Resource Department by 4:45 P.M.
- 6.) If a substitute is required for a Teacher attending an in-service, please attach a copy of the professional leave to the substitute timesheet.

Professional Development - District Level

General Procedures

Professional development efforts must address the needs identified in the District's and/or campus's Comprehensive Needs Assessment (CNA) and District or Campus Improvement Plan (DIP/CIP).

All federally funded professional development activities must be assigned a workshop number through the Professional Development System (PDS). This includes both local activities and attendance at out- of-district activities such as workshops and conferences.

The PDS workshop number must be included on all forms and documents related to the activity, such as consultant request forms, professional leaves and purchase requests.

Pre-approval by the funding administrator is required for the following:

- Consultant requests
- Out-of-district professional leaves that include registration fees and travel expenses
- In-district professional leaves when federal funds are requested for a substitute or registration fees

Stipends for participation in off-contract professional development will be paid at the District's established rate, currently \$75 for a half day training and \$150 for a full day. A sign-in sheet with original signatures and composite form must be submitted to the funding department for processing and submission to the Payroll Department.

Professional development activities such as curriculum writing will be paid at the established “extra duty” rate, currently \$30 an hour. A sign-in sheet with original signatures and a composite form are to be submitted to the funding department for processing and submission to the Payroll Department.

Federal Funding Guidelines

Funds must be expended for reasonable and necessary costs in conducting grant activities. Reasonable means a cost is consistent with prudent business practice and comparable to current market value. Necessary means the cost is essential to accomplish the objectives of the project. All costs must be properly supported by the original source documentation (i.e., invoices, receipts, purchase orders, travel vouchers) to be reimbursable by TEA. Districts must comply with the applicable Federal cost principles in expending grant funds.

The purchasing guide has been formulated to simplify District legal, local, administrative and Texas Education Agency policies and procedures. It is essential that Brownsville Independent School District employees involved in the use of supplemental Federal Programs funds be fully aware of their responsibilities and limitations when serving low performing students in order to ensure that these students at minimum achieve proficiency in the state’s achievement and performance standards. While this guide does not cover every detail of all regulations, practices, and statutes governing supplemental federal foundation curriculum procurements, it does provide the basic principles of sound supplemental purchases. Reference to this guide will aid district staff in the discharge of their duties involving fiscal control and management of supplemental Title I- A funding in the basic foundation curriculum for all low performing students.

Procedures and Documentation

The Special Programs Department ensures and documents that supplies, materials and equipment purchased with federal funds meet program requirements by verifying that each purchase has been identified as a need and a supporting strategy is included in the District Improvement Plan/Campus Improvement Plan. The inclusion of the CNA page number where the need was identified is included in the DIP/CIP strategy number that supports the Purchase Request and serves as supporting documentation.

Effective Controls

The Education Department General Administrative Rules (EDGAR) requires the establishment of internal controls to provide reasonable assurance that federal funds are being managed in compliance with Federal statutes, regulations and the terms and conditions of the grant. Guidance for these internal controls may be found in “Standards for Internal Control in the Federal Government,” issued by the Comptroller General of the United States.

These controls require:

- Accountability for all funds, property, and assets
- Adequate safe-guarding of all assets
- Assurance of use solely for authorized purposes

Safeguarding of Assets

The district and campuses must implement controls that provide reasonable assurance regarding the prevention or prompt detection and correction of unauthorized acquisition, use, or disposition of federal assets. These assets are not limited to items on the fixed-assets inventory. All supplies, materials and computing devices must be

safeguarded and tracked. The misappropriation or theft of assets purchased with Federal funds is considered fraud. Practical questions to identify risks needing stronger controls follow:

- On what do we spend the most money?
- What assets do we need to protect?
- What could go wrong?

The BISD Fixed Assets Department conducts an annual inventory of all capital outlay items that have been purchased with federal funds. Campuses are encouraged to conduct their own periodic checks to determine that these items are in place at the designated location on the inventory list. Any thefts or losses are to be reported in a timely manner in accordance with BISD policies and procedures to the BISD Police and Security Department.

Campuses must establish and implement procedures for safeguarding supplies, materials and equipment. These may include, but are not limited to:

- Documentation of the location for items purchased with federal funds;
- Proper storage of equipment, supplies and materials in locked areas with limited access, as appropriate;
- A system for teachers and/or students to check out equipment or materials;
- Documentation that the items purchased are used solely to meet the intent and purpose of the federal funded program.

Documentation is a necessary part of an effective internal control system. Therefore, campuses must keep copies of inventories and other documentation of the distribution, use or disposition of supplies, materials and equipment on file for seven years as required by Federal grant guidelines.

Records Retention and Storage

Effective July 1, 2015, Federal law requires that financial records, statistical records, supporting documents, and all other records pertinent to a Federal award be retained for reference as well as auditable purposes. The Education Department Administrative Rules (EDGAR) requires that records be retained for three years from the date of submission of the final expenditure report (Section 200.333). The Texas Education Agency does provide otherwise; TEA's required records retention policy specifies a records retention period of seven years.

Failure to adequately document that federal funds were expended in accordance to federal guidelines could result in severe penalties to the District. This could include the loss of future federal funding or the repayment of the questioned federal expenditures from local funds. Therefore, it is imperative that records documenting the use of federal funds be accurate and complete.

At the district level, documentation of the use of funds is kept through the records maintained by the Special and Federal Programs, Finance Department, Human Resources Department, and Payroll Department. These records include items such as the annual applications for funding, compliance reports, budgets, expenditure reports, purchase orders, payments, personnel requests, extra-duty recommendation forms, time-sheets, time and effort certification forms and payroll reports.

Campuses must also keep records that document and justify their use of all federal funds. Due to possible personnel changes, it is strongly suggested that each campus develop a written guide regarding what documents are retained, the position(s) of the individuals responsible for various documents, and where the records are located.

Campus records must include copies of the CNAs and DIP/CIPs for each year that support each expenditure. Other records and documentation by the type of expenditure may include supplies, materials, equipment purchase orders, verbal/written quotes, item descriptions/specifications.

- Professional Development: Professional Leaves, Agendas, Sign-In Sheets, Purchase Orders, Stipends, Composites
- Tutorials: Timesheets, Composites, Lesson Plans, Student Sign-In Sheets
- Curriculum Writing: Timesheets, Composites, Summary and/or Evidence of Finished Product
- Parent and Family Engagement: Agendas, Sign-In Sheets, Meeting Minutes, Purchase Orders, Purchase Orders, Professional Leaves, Evaluations

The storage of records as either paper or machine readable documents under EDGAR 200.335 states, “When original records are paper, electronic versions may be substituted through the use of duplication or other forms of electronic media provided that they are subject to periodic quality control reviews, provide reasonable safeguards against alteration, and remain readable.” Therefore, care must be taken when storing documents electronically to ensure that hardware and software will be available to read and/or retrieve the documents should that be necessary.

Transportation

Transportation is an allowable expenditure for extended day (before school and after-school instructional activities), extended week (Saturday instructional activities), extended year (summer school instructional activities).

Paper transportation request forms must be approved by the Campus Principal, Funding Administrator, Area Assistant Superintendent. The paper request for tutorial transportation should be completed for the entire school year. The approved form is then attached to each monthly electronic purchase request that is generated in the District’s BusinessPLUS Stores Inventory. Dates and times for requested transportation must be clearly stated on both forms.

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PARENT AND FAMILY ENGAGEMENT: TITLE I-A

As stated in the Every Student Succeeds Act, LEA's shall provide family engagement opportunities to parents of children participating under a Title I-A funded program.

Purpose

The purpose of the Parent and Family Engagement Department is to educate parents by providing them with the skills and tools necessary to motivate their children to obtain academic success and become productive, self-driven citizens in a multi-cultural society. Through district and campus trainings parents realize that family involvement in their children's learning is the critical connection that will help their children achieve a high quality education.

Mission Statement

The mission of the Parent and Family Engagement Department is to educate parents by providing them with the skills and tools necessary to motivate their children to obtain academic success and become productive, self-driven citizens in a multi-cultural society.

District Responsibilities

A shared responsibility between the **District**, the **Campus**, and the **Parents** is essential for high student performance. The ESSA requires activities must be planned and implemented with meaningful consultation with parents of participating children. District responsibilities include:

1. Written Parent Involvement Policy

- Describes HOW the policy will be developed with, agreed upon with, and distributed to parents of participating children
- Describes HOW parents are involved in the development of the Title I-A planning process of school review and improvement
- Describes HOW technical assistance will be provided to schools' and parents' capacity for strong family engagement
- Describes HOW family engagement activities will be integrated and coordinated with other program family engagement activities
- Describes HOW, with the involvement of parents, an annual evaluation will be conducted to determine if there has been an increase in parental participation and whether there are barriers to greater participation, particularly by parents who are disabled, limited English proficient, limited literacy, economically disadvantaged or are of any racial or ethnic minority background
- Describes HOW the results of the evaluation will be used in designing strategies for school improvement and revising, if necessary, the parental engagement policies

2. Technical assistance to Title I-A schools to implement family engagement requirements and establish improvement processes.
3. Building the capacity for family engagement
 - Information to parents on the school, parent programs, student programs, and school wide authority in the primary language used in the home
 - Enable parents to play four key roles in their children's learning:
 - Teacher – help their child at home
 - Supporter – contribute their skills to the school
 - Advocate – help their child receive fair treatment
 - Decision Maker – participate in joint problem-solving with the school at every level

Campus Responsibilities

1. Written School Family Engagement Policy
 - a. Describes HOW it will be developed with, agreed upon with, and distributed to parents of participating children
 - b. Describes HOW the policy will be carried out
 - c. Describes HOW access will be provided to ensure equal access for all parents of participating children, including parents with limited English proficiency or with disabilities
 - d. Describes HOW an annual meeting of parents will be convened to discuss school wide or targeted assistance programs and their rights to be involved
 - e. Describes HOW regular meetings will be held and how meetings will be flexible to ensure Participation
 - f. Describes HOW parents will be involved in the school plan, Title I-A programs, and the family engagement policy
 - g. Describes HOW parents will be provided information on Title I-A, school performance, students' individual assessments, school curriculum, and how parents will be given timely responses to the suggestions
 - h. Policy must be updated periodically to meet changes, needs of parents and the school
2. School-Parent-Student Compact
 - Developed jointly with parents of participating students
 - Describes responsibilities of the school and the parents to improve student performance and the means by which to do so
 - Describes how on-going communication will occur, at a minimum, parent/teacher conferences, progress reports, access to staff
 - Parent signature is strongly encouraged

3. Building the capacity for parental involvement

- Coordination with other programs, activities, and the community
- Information provided in the language parents understand
- Materials provided for parents to work with students at home
- Parent activities, such as parent resource centers
- Parent programs, such as an adult literacy program
- Provisions for transportation and child care, as appropriate
- Training teacher and parents

4. Conduct Annual Title I-A Meeting

- Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I-A, explain the requirements of this part, and the right of the parents to be involved.

Campus Parent and Family Engagement Meetings

Campus family engagement meetings/activities are planned and conducted by the Campus Parent Liaison, other Campus Staff and the District Parent Trainer. Meetings and activities should be meaningful and based on the school's needs assessment for the improvement of student academic and compliance of Title I-A requirements.

District-wide Parent and Family Engagement Activities

District-wide parent meetings/activities are planned and coordinated by the Parent and Family Engagement Department.

Contact Information

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MIGRANT EDUCATION PROGRAM: TITLE I-C

Mission Statement

The mission of the Brownsville Independent School District Migrant Education Program is to ensure migrant students will reach challenging academic standards and graduate with a high school diploma or complete a General Equivalency Diploma (GED), prioritizing their instructional and support service needs, and cooperatively and actively engaging in partnership between the school, home, and the community; promote further higher education; and empower migrant students to become responsible citizens, successfully prepared to interact in a demanding global multicultural and multilingual environment.

Migrant Education Program, Title I-C

The Migrant Education Program is a national program that annually provides supplemental education and support services to approximately five hundred thousand (500,000) eligible migrant children nationwide to help them overcome educational disruptions and disadvantages which result from their mobile lifestyle. The Migrant Education Program grew out of the Elementary and Secondary Education Act of 1965 as amended by the No Child Left Behind Act of 2001. The No Child Left Behind Act (NCLB) now known as Every Student Succeeds Act (ESSA), which was signed into law on January 8, 2002, contains the major statutory provisions that apply to the Migrant Educational Program.

Purpose

The Purpose of the Migrant Education Program as identified by Federal law is to address the special educational needs of the migratory child in a coordinated, integrated, and efficient way through high-quality and comprehensive programs in order to overcome barriers in education caused by interrupted schooling. Priority for services are given to migratory students who are failing or most at risk of failing to meet the State's student academic achievement standards.

Public Law 107-11-, Title I-C Education of Migratory Children, *requires each state that receives assistance to:*
...ensure that the state and its local operating agencies identify and address the special educational needs of migratory children in accordance with a comprehensive state plan which provides that migratory children will have an opportunity to meet the same challenging state academic content standards and challenging state student academic achievement standards that all children are expected to meet. [sec. 1306(a) (1) (c)]

Criteria for Priority Services

The NGS Priority for Services Reports are used by campus administrators to determine who is to be served first and foremost. Students are flagged PFS who meet the following criteria:

- Are failing, or most at risk of failing, to meet the State's challenging academic content and achievement standards **and**
- Have made a qualifying move within the previous 1 year period.

In Texas, the NGS Report provides the most current listing of migrant students at a campus coded as Priority for Service (PFS). The report is delivered to all campus administrators as required by TEA on a monthly basis.

The criteria used by NGS in Texas to identify PFS Students include:

- Students who have made a qualifying move within the previous 1 year period **and**
- Are in grades 3-12, Ungraded (UG) or Out of School (OS) and have failed one or more sections of the state assessment (TAKS/STAAR), or were granted a TAKS LEP Postponement, were Absent or not enrolled in a Texas school during the state assessment period for their grade level; Not Tested or Not Scored;

OR

- Are in grades K-3 and have been designated as LEP in the Student Designated section of the NGS Supplemental Program Component, or have been retained, or are overage for their current grade level.
- For students in grades K-2, who have been retained, or are overage for their current grade level.

Required Documents to Support Migrant Fund 212 Purchases

In order to ensure audit ready documents:

The campus is responsible for submitting to the Migrant Office support documentation for all 212 funded purchases (both BusinessPLUS and Warehouse orders):

1. A completed Justification Form for Title I-C, 212 Accounts (MEP Form #1)
2. Page from the Migrant Section of the CIP supporting the purchase.

PRs need to show:

- The CIP Action Step on item 1 line
- The comment section needs to indicate the purchase will support PFS students or all migrant students

Prior to approval of each 212 funded PR the MSC will:

- Verify that all required documents are on file at MEP office
- That the purchase is supplemental and meets the purpose and intent of the program
- Verify that the activity is documents on the CIP
- Check for cost effectiveness of items being purchased
- Verify the quantity of items listed match-up to the number of currently PFS/Migrant students

If unsure about an order, call the Migrant Office (956.698.1742) for clarification and ask to speak to the Coordinator for Migrant Services or Migrant Secretary.

After the items arrive at campus:

- Use the appropriate distribution form(s) to document the disbursement of the items and forward a copy to the MEP Office.
- The information will be placed into the New Generation System (NGS) by the clerk. This procedure will document the supplemental support as required by the grant.
- Attach to the PR/PO copies of: the Justification Form, the completed MEP Distribution Form, CIP page and the currently enrolled migrant list. This documentation needs to be kept on file for 7 years in case the PO is placed for audit.

*Please Note: **MASS DISTRIBUTIONS** are not allowed – this practice will place the district out of compliance.*

Migrant Education Program and Professional Development

In order to ensure compliance for all professional development related expenditures utilizing Title I-C (212) funds, the Migrant Office will initiate all the required workshops through the Professional Development System and Request for Professional Leave documentation for the migrant related out-of- district training, workshops, conferences and staff meetings.

Migrant activities that require workshop numbers are generated by the Migrant Office. Participants will be responsible for registering in the Professional Development System utilizing the workshop number provided to them by the Migrant Office.

Since all district-wide migrant staff development is initiated by the Migrant Office, the agendas, sign-in sheets, and copies of handouts will be kept on file for the required number of years.

When 212 funds are used to cover participant's costs that require reimbursements, the Request for Professional Leave will be generated by the Migrant Office and provided to the migrant funded campus staff. The staff member is responsible for securing the campus signatures and returning the form to the Migrant Office. The Migrant Office will then submit the paperwork to Special Programs to begin the signature procedures for the document. The reimbursement paperwork is the responsibility of the Migrant Office and not the campus.

Contact Information

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SUPPORTING EFFECTIVE INSTRUCTION: TITLE II-A

Purpose

The purpose of Title II-A is to increase the academic achievement of all students by helping schools and district improve teacher and principal quality and ensure that all teachers are highly qualified. Through the program, school districts receive funds of a formula basis. The intent and purpose of Title II-A can be accomplished through the following:

- Providing high quality professional development opportunities for teachers, paraprofessionals and principals and in appropriate cases, paraprofessional, in:
 - a. Content knowledge. Providing training in one or more of the core academic subjects that the teachers teach; and
 - b. Classroom practices. Providing training to improve teaching practices and student academic achievement through (a) effective instructional strategies, methods, and skills, and (b) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments.
- Developing and implementing mechanisms to assist schools to effectively recruit and retain highly qualified teachers, principals, and specialist in core academic areas;
- Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the District has shortages; (b) reducing class size; (c) recruiting teachers to teach special needs children, including students with disabilities, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessional with alternate routes to obtaining teacher certification.
- Carrying out programs and activities that are designed to improve the quality of the teaching force; such as innovative professional development programs that focus on technology literacy, tenure reform, testing teachers in the academic subject in which teachers teach, and merit pay programs.
- Carrying out professional development activities that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders.
- Hiring highly qualified teachers in order to reduce class size, particularly in the early grade; and,
- Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths and pay differentiation.

District Campuses

At the District level, highly qualified teachers are hired to reduce class size in the fifth grade. Subject to funding availability, campuses will participate in the Class-Size Reduction Program.

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STUDENT SUPPORT AND ACADEMIC ENRICHMENT PROGRAM: TITLE IV-A

The Elementary and Secondary Education Act of 1965, as authorized by the Every Student Succeeds Act (ESSA) of 2015, established Title IV-A, the Student Support and Academic Enrichment Grant Program (SSAE). The overarching goal of Title IV-A, is to increase the capacity of state education agencies, local education agencies, campuses, and communities to meet the following three goals:

1. Provide all students access to a well-rounded education
2. Improve academic outcomes by maintaining safe and health students
3. Improve the use of technology to advance student academic achievement

Campus and District Administration meet to review and discuss needs of the District and Campus goals, activities, and strategies are included in the DIP/CIP.

Local Education Agency Requirements

1. Local education agencies (LEAs) must complete and submit to TEA the ESSA Consolidated Federal Grant Application to receive ESSA Title IV-A, program allocations.
2. An LEA may, if it chooses, apply for funds in consortium with one of more surrounding LEAs and combine funds each LEA receives.
3. LEAs receiving \$30,000 or more shall conduct a comprehensive needs assessment of the access to, and opportunities for, a well-rounded education for all students. School conditions for student learning; and access to personalized learning experiences supported by technology.
4. LEAs receiving less than \$30,000
 - a. Are NOT required to conduct a comprehensive needs assessment and
 - b. Are only required to focus on one of the three Title IV-A, content areas: 1) well-rounded education, 2) safe and healthy students, and 3) effective use of technology.
5. LEAs may transfer Title IV-A, funds to another federal allocation.

Definitions

Well-rounded education	Courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health education, physical education, and any other subject, as determined by the state or LEA
Accelerated learning opportunities	Programs and/or exams, such as dual credit, concurrent enrollment, Early College High Schools, and Advanced Placement (AP) and International Baccalaureate (IB) exams, that provide opportunities for students to earn post-secondary credit while in high school,
Accelerated learning programs	Programs that offer post-secondary-level courses accepted for credit at institutions of higher education (including dual credit or concurrent enrollment programs and Early College High Schools) or post-secondary-level instruction and examinations that are accepted for credit at institutions of higher education (including AP and IB programs)
Professional development	Strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging state academic standards. For more details: See Texas Education Agency ESSA Provisions and Assurances, pages. 4-5.

Distribution of Funds

Each state will receive an allocation from the flexible block grant based on the Title I funding formula. Using the same Title I formula, states will then allocate funds to school districts.

BISD receives a formula allocation above \$30,000 must conduct a needs assessment and must then spend 20 percent of its grant on safe and health school activities and 20 percent on activities to provide a well-rounded education programs. The remaining 60 percent of the money can be spent on all three priorities, including technology. However, there is a 15 percent cap on spending for devices, equipment, software and digital content.

Supplement not Supplant Requirement

Supplement, not supplant provisions require an LEA to use state or local funds for all services required by state law, State Board of Education (SBOE) rule, or local policy and prohibit those funds from being diverted for other purposes when federal funds are available.

Title IV-A Funds

- must supplement - add to, enhance, expand, increase, extend - the programs and services offered with state and local funds;
- cannot be used to supplant - take the place of, replace - the state and local funds used to offer those programs and services; and
- are expended to benefit the intended population defined in the authorizing statute, rather than being diverted to cover expenses that an LEA would have paid out of other funds in the event the federal funds were not available.

Preliminary Checklist for Allowable Activities and Use of Funds

Each LEA must be able to respond appropriately to and maintain documentation of the following:

- How is the expenditure reasonable and necessary to carry out the intent and purpose of the program and content area(s) of Title IV-A?
- What specific need identified in the comprehensive needs assessment does the expenditure address?
- How will the expenditure be evaluated to measure a positive impact on student achievement?
- How is the expenditure supplemental other non-federal programs?

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YOUTH CONNECTION PROJECT: TITLE IX-A

Purpose

The purpose of the Youth Connection Project is to ensure educational rights and protection of children and youths experiencing homelessness. The Youth Connection Project offers support to the homeless youth in the areas of school enrollment, attendance, and academic achievement.

The term “homeless children and youth”—

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes—

- (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations are living in emergency or transitional shelters; or are abandoned in hospitals;
- (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
- (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- (iv) migratory children (such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

Mission Statement

The BISD Youth Connection Project ensures the educational rights and protections of children and youths experiencing homelessness under the McKinney-Vento Act.

Immediate Enrollment

A primary focus of the McKinney-Vento Act is school access for children and youth experiencing homelessness. McKinney-Vento students must be provided equal access to the same free, appropriate public education, including a public preschool education, as is provided to other children and youth. The BISD Youth Connection Project ensures immediate enrollment to students even if they are unable to provide the following information:

- Proof of residency;
- Immunization records or a TB skin test result;
- Birth certificate;
- School records; or
- Legal guardianship papers.

Children and youth in homeless situations are identified by school personnel and through coordinated activities among coordinated activities among community entities and agencies.

- Students who are currently enrolled in school are identified by school personnel. School Personnel complete the Student Intake Form and submit the form to the department. The referral is then reviewed by the District's Homeless Liaison and determines the eligibility of the student as described in the criteria of the Federal McKinney-Vento Act.
- Students who are new to the district are referred to the department to obtain an Immediate Enrollment Letter for registration. Department Personnel complete the Student Intake Form and issue the enrollment letter for the student to ensure their immediate enrollment at school.

Support Services

The Youth Connection Project assists students and families in obtaining and facilitating services that are available to them within the District and in the community. The Youth Connection Project provide students experiencing homelessness with protections and services to ensure they can enroll in and attend school, complete their high school education, and continue on to higher education – their best hope of avoiding poverty and homelessness as adults. The “Every Student Succeeds Act of 2015,” (ESSA) strengthens and improves these programs and education by providing the following services:

- Counseling – Counseling services are available to the students through their school campus and through our department. The Youth Connection Project's Counselors provide a trusting relationship and guidance to the homeless students in the District who are facing crisis and emotional difficulties. Counselors also provide assistance to students with college preparedness and planning including help with completing FAFSA (Free Application for Federal Student Aid).
- Academic Support - McKinney-Vento focuses on students receiving partial credits to help them graduate.
 - Partial Credit
 - Homeless students will be awarded partial credit for work completed at a previous school attended upon entering BISD.
 - Procedures to obtaining partial credit will be based on the District's policy as indicated by the Curriculum & Instruction Department guidelines.
 - Credit by Examination
 - The Brownsville Independent School District provides testing dates for acceleration in Grades K-12. General school population is allowed to test only during these days. The Texas Education Code expands the credit by exam window for homeless youth to allow for testing during the school year. (*19 TAC Chapter 74, Curriculum Requirements, Subchapter C, § 74.24, Credit by Examination*)
 - Award of Credit
 - BISD provides proportionate credit for homeless students who successfully complete one semester of a two-semester course. (*19 TAC Chapter 74, Curriculum Requirements, Subchapter C, §74.26, Award of Credit*)

- **Health Services** – Many families who are encountering a homeless situation are more than likely to have no means to obtain health services for themselves or the students. The Youth Connection Project maintains a working relationship with the District’s Health Service Department and several community clinics. Families are referred to low medical expense clinics and at times free clinics that may be available in the community. The University of Texas at Rio Grande Valley is in partnership with our District and provides students with free health screenings and immunizations throughout the school year.
- **School of Origin** – The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including preschool. Homeless Students and Unaccompanied Youth have the right to remain in their school of origin for the duration of homelessness in any case in which a family becomes homeless between academic years or during an academic year.
- **Transportation** – Students are provided transportation through McKinney-Vento to their school of origin. Arrangements and transportation is arranged upon request of the Youth Connection Project and the Transportation Department.
- **At-Risk Students** – Students are currently identified as at-risk of dropping out of school using state-defined criteria only (TEC §29.081, Compensatory and Accelerated Instruction). The definition encompasses a student who is identified as Homeless or as an Unaccompanied Youth under McKinney-Vento. In an effort to ensure student success each Brownsville Independent School District campus provides intensive accelerated direct supplemental instructional services that include the following:
 - Intensive accelerated instructional services for state assessments
 - Individualized and/or small group instruction
 - Computer-assisted instruction
 - Intensive, supplemental reading program (e.g. Progress monitoring and Reading Response to Intervention)
 - Extended day/week learning opportunities (e.g. Before or after school tutoring, pullout sessions, and Saturday academies)
 - Extended year learning opportunities (e.g. Summer school)

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Brownsville Independent School District
Special Programs Department
Program Guidelines & Procedures
2018-2019
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