



Alamo Heights ISD

Title 1 Manual

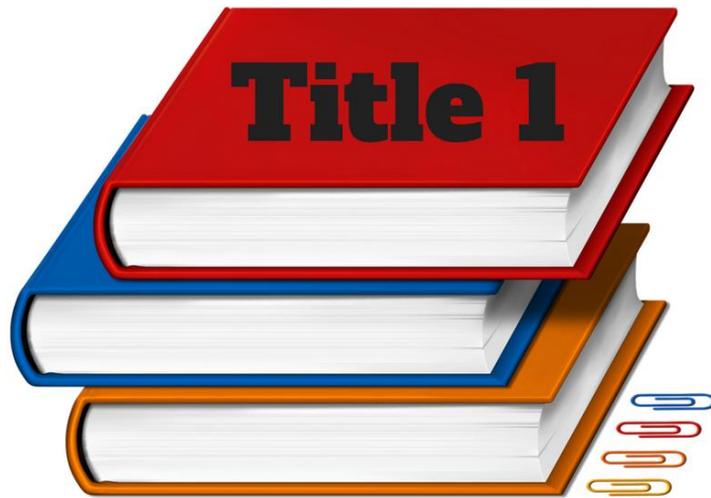


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Title 1 Intent and Purpose

Title 1 funds come from the federal government and are distributed to districts by the Texas Education Agency. Districts receive Title I funds based on their numbers of low-income families. Campuses with 40% or more children receiving free and reduced lunch qualify to operate a Schoolwide Program and use funds to upgrade the education of all students at the campus. Campuses with less than 40% children receiving free and reduced lunch qualify to operate a Targeted Assistance Program and “target” their funds to services that help meet the educational needs of students most at-risk of failing to meet the State’s achievement standards. AHISD has fewer than 40% children on free and reduced lunch, so the campuses qualify to offer a Targeted Assistance program.

Title 1 Targeted Assistance Student Services

Title 1 programs currently in place are Targeted Reading Intervention. AHISD prioritizes early intervention, so Title 1 Services are concentrated in grades K-2. Title 1 Interventionists are experienced and certified teachers trained in the use of a variety of materials and educational programs designed to accelerate students’ academic performance.

The federal supplement, not supplant provision is intended to ensure that services provided under Title I are used to supplement (increase the level of services), and not supplant (replace), services that would otherwise be provided to participating students with state and local funds if Title I funds were not available.

The reading curriculum for Title 1 students is *Leveled Literacy Intervention*. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small-group, supplementary literacy intervention for students who find reading and writing difficult. LLI includes poetry books, letter mini books, alphabet linking charts, picture cards, and word cards.

Student Eligibility

A Targeted Assistance Program must use multiple (at least two), educationally-related, objective criteria to identify students who are failing or most at risk of failing to meet the grade level standards.

The student eligibility criteria must be described in the Campus Improvement Plan.

A school may serve students who are in greatest need of assistance for only a particular skill for the period of time it takes the student to master the skill. In other words, if not necessary, a student need not be a participant for an entire school year.

Time and Effort

Title 1 staff will maintain time and effort logs for accounting purposes.

Program Review

Parents and homeroom teachers will be asked to complete a survey at the end of each year to evaluate the strengths and weaknesses of the Title 1 program. This information will be included in CIPs.

Allowable Costs

In a Targeted Assistance Program, Title I, Part A funds must be spent for supplemental programs, activities, and strategies that are supported by scientifically-based research and meet needs that are identified in the Comprehensive Needs Assessment and listed in the Campus Improvement Plan. These funds may only be used to meet the needs of students identified as being in the greatest need of services based on the multiple criteria established for eligibility.

Records must be maintained that document that Title I, Part A funds are spent on activities and services for only Title I, Part A participating students. When a student's academic performance indicates the ability to function without Title 1 assistance, the student will be dismissed. Students promoted into 3rd grade will be screened and monitored for RtI services.

Allowable Food Costs for Parents and/or Students

The following costs are allowable for parents or students:

- Nutritional snacks for students in extended day (after-school) programs
- Nutritional snacks for children in child care while parents are participating in grant activities
- Food necessary to conduct nutrition education programs for parents
- Parent involvement activities in which refreshments are necessary to encourage participation or attendance by parents, such as in low-income areas, and thus meet program objectives

*Full meals for parents or students are **not allowable** for these purposes under any circumstances.* Expenditures must be reasonable in cost, necessary to accomplish program objectives, and an integral part of the instructional program.

Unallowable Food Costs

The following costs are not allowable:

- Refreshments of any kind, including beverages, breaks, and snack foods except as necessary for parent involvement activities to encourage attendance by parents
- Refreshments or meals at an awards banquet or functions
- Any food costs that are not necessary to accomplish the objectives of the grant program
- Any food cost associated with an event in which a guest speaker or other individual conducts a presentation
- Breakfast
- "Working lunches" or "light lunches" that exceed \$20 per person, including tax
- Gratuities or tips

Eight Components of a Title I, Part A Targeted Assistance Program

1. Use program resources to help participating children meet the State’s challenging student academic achievement standards expected for all children

- a. Required: Establish a planning team of educators, parents, community members, and business representatives to review and analyze data from multiple sources and identify campus needs

2. Ensure that planning for students served is incorporated into existing school planning

- a. Required: Instructional teams use student learning data to identify students in need of tiered instructional support or enhancement
- b. Required: Supplemental instructional support strategies and methods of evaluation are included in the campus plan

3. Use effective methods and instructional strategies that are supported by scientifically-based research that strengthens the core academic program of the school

- a. Required: Give primary consideration to providing extended learning time, such as an extended school year, before and after school, and summer programs and opportunities
- b. Required: Provide an accelerated, high quality curriculum, including applied learning; minimize removing children from the regular classroom during regular school hours

4. Coordinate with and support the regular education program, which may include services to assist preschool children in transition from early childhood programs.

- a. Required: Provide transition assistance for students coming from preschool

5. Provide instruction by Highly Qualified Teachers

- a. Required: Highly Qualified Teachers are not a requirement under NCLB for 2016-2017, but ESSA for 2017-2018 does require “effective teachers,” and teachers must be state certified

6. Provide High-Quality and Ongoing Professional Development

- a. Required: Select professional development to meet the needs of all principals, teachers, paraprofessionals, parents, and others who work with participating children

7. Provide strategies to Increase Parental Involvement

- a. Required: Send information to parents in a language and format they understand (Examples: annual report cards, reports regarding student achievement, parent involvement policy and school-parent compact).
- b. Required: Include parents in developing the parental involvement policy and school-parent compact
- c. Required: Help parents understand the state’s academic content and achievement standards

8. Coordinate and Integrate Federal, State, and Local Services and Programs

- a. Required: Include violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training
- b. Required: When coordinating funds, a campus pays for an activity using Title I, Part A and some other fund source and tracks each portion to an allowable program expenditure

Title 1 Campus Parent Involvement Policy Summary

Each Title I campus will involve parents in the joint development of the Title I Plan and the process of school review and improvement. This is done through the campus Site-Based Decision Making Team.

An adequate number of parents will work collaboratively with the Site Based Decision Making Team in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I Programs.

Annually the school will convene a meeting to which all parents of participating students are invited to inform the parents of the school's participation in the Title I Program and of the parents' right to be involved.

Parents will be provided timely information about available school programs and activities through newsletters, flyers, newspaper articles, and meetings offered at a variety of times.

Parents will be provided with the school performance data and assistance with interpreting their child's individual assessment results on STAAR and other individual reading and math assessments.

Parents will be provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficiency levels students are expected to meet.

Parents of students in Title I programs will be joint partners in the education of their child. They will sign a parent compact which delineates this joint agreement. Toward this end, parents will be provided with information allowing them to assist their child in continuing his/her reading and/or math development at home.

Annually parents of students participating in a Title I program will have the right to review the parental involvement plan to determine its effectiveness in increasing the academic quality of the school.

Parent - School Compact

We believe we must all work together to help students achieve.

Student

I promise to....

- ★ Read every night
- ★ Complete all my homework
- ★ Come to school
- ★ Limit my screen time
- ★ Get a good night's sleep

Signature: _____

Date: _____

Parent

I promise to...

- ★ Read with my child every night
- ★ Monitor the completion of homework
- ★ Get my child to school everyday
- ★ Limit my child's screen time
- ★ Help make sure my child has a good night's sleep
- ★ Communicate with my child and the teacher about my child's progress

Signature: _____

Date: _____

Teacher

I promise to...

- ★ Listen to my students read everyday
- ★ Show students several strategies to help them become independent learners.
- ★ Have good attendance
- ★ Have a growth mindset about my students
- ★ Communicate with my student and parents about student progress

Signature: _____

Date: _____

Pacto de Padres - Escuela

Creemos que hay que trabajar juntos para ayudarle a triunfar a su hijo(a).

Alumno

Yo prometo....

- ★ Leer todas las noches
- ★ Terminar toda la tarea
- ★ Venir a la escuela
- ★ Limitar el tiempo que paso viendo la televisión o computadora
- ★ Acostarme temprano

Firma: _____

Fecha: _____

Padre de Familia

Yo prometo....

- ★ Leer todas las noches con mi hijo(a)
- ★ Supervisar cuando hace la tarea
- ★ Asegurarme de que llegue a la escuela
- ★ Limitar el tiempo que pase viendo la televisión o computadora
- ★ Asegurarme de que se acueste temprano
- ★ Comunicarme con el maestro/la maestra y mi hijo(a) con respeto al progreso de mi hijo(a)

Firma: _____

Fecha: _____

Maestro(a)

Yo prometo ...

- ★ Escuchar a su niño(a) todos los días cuando lea
- ★ Enseñarle muchas estrategias para ayudarle a ser independiente
- ★ Estar en la escuela
- ★ Estar feliz y descansada(o)
- ★ Comunicarme con los padres y los hijos con respecto al progreso de los alumnos

Firma: _____

Fecha: _____

Title 1 Year-At-A-Glance (YAG)

August

- Use EOY Data to create beginning of year Title 1 groups (Gr 1-2)
- Administer TPRI/Tejas Lee to all incoming 1st and 2nd graders served in Title 1 in previous year
- Screen all incoming kinder students using TPRI/Tejas Lee. Full evaluation of all students not scoring as Developed on the TPRI/Tejas Lee screener.
- Schedule training and/or refresher for LLI reading intervention
 - Keep sign in sheet and agendas for all PD sessions
- Inventory intervention materials and order needed replacement materials
- Set up Google Doc spreadsheets for progress monitoring and student roster data
- Share Google Doc with Principal, Dean, and Executive Director of Curriculum & Instruction
- Begin Title 1 services 2nd - 3rd week of school (Gr 1-2)

September

- Administer Istation universal screeners (K-2)
- Administer TPRI assessment to all students scoring at Tier 3 range on Istation (K-2)
- Schedule Tier Transition meetings
- Finalize BOY Title 1 Rosters
- Give list of Title 1 students to Academic Dean and save list in Title 1 Google Doc Folder
- Ensure no 3-5th grade students are coded at Title 1 with campus data clerk and Dean
- Send home parent packet (Information about Title 1, Permission Slip, Parent Compact)
- Get parent contact list from campus data clerk or Director of Special Education.
- Schedule fall Title 1 Parent Meeting (Focus on reading at home, understanding the Checklist, and assessments)
 - Keep sign-in sheet and agenda for parent meeting

October

- Send home Title 1 Progress Check inside all report card envelopes
 - Keep copies of all parent communication
- Check with homeroom teachers on progress of all Title 1 student after 1st Nine Weeks Checklists
- Attend conferences of all Title 1 students
 - Keep documentation of all conferences attended
 - Check Title 1 student coding closely before Snapshot day on the last Friday of October.

November

- Hold fall Title 1 Parent Meeting (if not done previously)
 - Keep sign-in sheet and agenda for parent meeting
- Document progress monitoring

December

- Document progress monitoring

January

- Administer TPRI/Tejas Lee to all Title 1 students
- Administer Istation to all Title 1 students
- Schedule Tier Transition meeting
- Finalize MOY Title 1 Rosters
 - Keep agendas from Tier Transition Meeting in Google Docs
 - Keep updated rosters in Google Doc spreadsheets
- Send home Title 1 Progress Check inside all report card envelope
 - Keep copies of all parent communication
- Check with homeroom teachers on progress of all Title 1 students after 2nd Nine Weeks Checklists
- Schedule spring Title 1 Parent Meeting (Focus on understanding assessments)
 - Keep sign-in sheet and agenda for parent meeting

February

- Document progress monitoring

March

- Attend conferences of all Title 1 students
 - Keep documentation of all conferences attended
- Send home Title 1 Progress Check inside all report card envelopes
 - Keep copies of all parent communication
- Check with homeroom teachers on progress of all Title 1 students after 3rd Nine Weeks Checklists

April

- Document progress monitoring
- Begin needs assessment for Campus Improvement Plan(CIP)
- Communicate with all Title 1 parents about summer school

May

- Add Title I to spring site-based agenda and upload sign in to Google folder
- Administer TPRI/Tejas Lee to all Title 1 students
- Administer Istation to all Title 1 students
- Schedule Tier Transition meeting
- Finalize EOY Title 1 Rosters
 - Keep agendas from Tier Transition Meeting in Google Docs
 - Keep updated rosters in Google Doc spreadsheets
- Send home Title 1 Progress Check inside all report card envelope
 - Keep copies of all parent communication
- Check with homeroom teachers on progress of all Title 1 student after 4th Nine Weeks Checklists
- Schedule spring Title 1 Parent Meeting (if not completed earlier)
 - Keep sign-in sheet and agenda for parent meeting
- Ensure data from Title 1 and parent plan is documented in CIP
- Promote parent involvement in CIP
- Upload Title 1 Intervention Action Plans for each student in Title 1
- Distribute and collect Program Review Survey from parents and homeroom teachers
- Ensure all time and effort logs are complete
- Gather all Title 1 documentation into Google Doc folder and share with Dean, Director of Special Ed, Campus Principal, and Executive Director of Curriculum & Instruction
- Complete end of year campus Title 1 Summary with ethnicity for Director of Special Education

Criteria for Student Qualification

Grade	Measures	Method of Ranking Eligible Students
K	<ul style="list-style-type: none"> • TPRI • Istation • LLI Reading Records 	Students will be ranked by the number of scores below grade level expectations. TPRI- Not Developed Istation- Below 180 BOY (666 SPA) LLI- Decoding and comprehension below grade level
1	<ul style="list-style-type: none"> • TPRI • Istation • LLI Reading Records 	Students will be ranked by the number of scores below grade level expectations. TPRI- Not Developed Istation- Below 201 BOY (806 SPA) LLI- Decoding and comprehension below grade level
2	<ul style="list-style-type: none"> • TPRI • Istation • LLI Reading Records 	Students will be ranked by the number of scores below grade level expectations. TPRI- Not Developed Istation- Below 219 BOY (894 SPA) LLI- Decoding and comprehension below grade level

Certain student groups are automatically eligible to receive Title I services, and they are not subject to the ordinary criteria. However, using the prior criteria will assist the school in determining the needs of these children:

- Any child who participated in Head Start, Even Start, Early Reading First, or Title I preschool services at any time within the last two years.
- Any child attending a community day care program or living in a state or local institution for neglected or delinquent children.
- Any child served in the previous two years under the Migrant Education Program.
- Any child who is homeless and attending any school served by the LEA.

Title 1 INTERVENTION ACTION PLAN

Student Name
Homeroom Teacher

Date of Action Plan
Grade Level

Target Area of Concern <input type="checkbox"/> Reading
Baseline Data/Universal Screener (TPRI, DRA2, IStation):

ACTION PLAN

Measurable Goal including method of measuring progress:
Intervention (Evidence-based Program):
<i>Name/Describe Intervention</i>
Frequency/Intensity (i.e. 30 min. a day, 4x/wk. in a small group of 3 assessed at least every 8 sessions):
Additional Instructional Strategies or Supports (Accommodations) Needed:
Interventionist Responsible (Name of person responsible for implementation and data collection):
Comments:

Intervention Status (Check one):

- Problem resolved; exit Title 1 (Grades K-1)
- Problem not resolved; redesign or modify intervention(s) for Title 1 (Grades K-1)
- Problem not resolved but progress is meaningful. Continue with current Title 1 services. (Grades K-1)
- Exit Title 1 and monitor for RtI Services for next school year (Grade 2)
- Problem not resolved after significant Title 1 services. Initiate referral process

Attach progress monitoring

Intervention Team Names		

Internal only:

- Copy for homeroom teacher and parent
- Document saved in campus common drive each year.



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Dear Title 1 Parents,

Your child has received educational support this year through our Title 1 program. The Title 1 personnel and administrators seek your opinion regarding the effectiveness of this supplemental service. Please assist us by answering the questions below and returning this form to your child's Title 1 teacher by _____.

Sincerely,

Title 1 Staff

How has the Title 1 program enhanced the academic progress of your child?

What suggestions do you have for improving the Title 1 program for next year?

Your child's grade level _____

Your child's campus _____



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Dear Classroom Teacher,

Some of your students received educational support this year through our Title 1 program. The Title 1 personnel and administrators seek your opinion regarding the effectiveness of this supplemental service. Please assist us by answering the questions below and returning this form to your students' Title 1 teacher by _____.

Sincerely,

Title 1 Staff

How has the Title 1 program enhanced the academic progress of your student?

What suggestions do you have for improving the Title 1 program for next year?

Your grade level _____

Your campus _____



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Estimados Padres del Título 1,

Su hijo ha recibido apoyo educativo este año a través de nuestro programa de Título 1. El personal de Title 1 y los administradores buscan su opinión sobre la efectividad de este servicio suplementario. Por favor, ayúdenos contestando las siguientes preguntas y devolviendo este formulario al maestro de Título 1 de su hijo / a _____.

Sinceramente,

Título 1 Personal

¿Cómo ha mejorado el progreso académico de su hijo el programa Título 1?

¿Qué sugerencias tiene para mejorar el programa Título 1 para el próximo año?

Grado _____

Escuela _____



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Dear Parent(s),

We are pleased to inform you that your child qualified for supplemental education services. Additional academic assistance will be offered during the regular school day and coordinated with your child's teacher.

Your child will have the opportunity to enhance, extend and enrich his/her learning. Your child will better understand and make use of skills and concepts needed to prepare the way to meeting grade level academic expectations.

The student groups will be small so that each child will get the individual attention they need to make academic progress.

As a parent you will be invited to be an active participant with Title 1 programs through parent meetings offered throughout the year.

We look forward to getting to know your child and your family to make this year a very successful one. Please sign the bottom of this Title 1 Permission Slip and return it to your child's teacher.

Sincerely,

Student Name: _____

Grade: _____ Campus: _____

Qualifies for:

_____ Reading Title 1 Services

I give my permission for my child to attend supplemental Title 1 classes.

Parent Signature: _____

Date: _____

Parent email: _____

Parent phone number: _____



Alamo Heights Independent School District

7101 Broadway • San Antonio, Texas 78209 • Phone 210-824-2483

Queridos Padres,

Nos agrada informarle que nuestra escuela provera servicios suplementarios educativos para su niño(a). Se ofrecerá ayuda durante el día regular escolar en coordinación con el maestro(a) del salón de clases.

Su niño(a) tendrá la oportunidad de realzar, extender, y enriquecer su aprendizaje. Su niño(a) entenderá mejor y hará mayor uso de habilidades y conceptos necesarios para ser exitoso en los estandares de su nivel.

Los grupos de estudiantes será pequeños para que cada niño obtenga la atención individual que necesita para progresar académicamente.

Como padre, usted será invitado a ser un participante activo con programas de Título 1 a través de reuniones de padres ofrecidas durante todo el año.

Esperamos conocer a su hijo ya su familia para hacer de este año un año muy exitoso. Por favor firme la parte inferior de este Deslizamiento de Permiso de Título 1 y devuélvalo al maestro de su hijo.

Sinceramente,

Nombre del Estudiante: _____

Grado: _____ Escuela: _____

Califica para:

_____ Título 1 Servicios de Lectura

Si, deseo que mi niño(a) reciba éste tipo de ayuda extra.

Firma de los Padres: _____

Fecha: _____

Dirección de correo electrónico: _____

Número de teléfono: _____

Appendix A. Alamo Heights Parental Involvement Policy

PART I. GENERAL EXPECTATIONS

AHISD agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.
- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the district.
- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.
- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.
- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:
Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—
 - (A) that parents play an integral role in assisting their child's learning;*
 - (B) that parents are encouraged to be actively involved in their child's education at school;*
 - (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
 - (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*

PART II. DESCRIPTION OF HOW SCHOOLS WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. AHISD will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

Parents participate in Site-Based Decision Making Committee.

2. AHISD will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

Parents participate in Site-Based Decision Making Committee and the writing of the CIPs.

3. AHISD will hold annual meetings on each campus to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

Fall and spring Title 1 parent meetings.

4. AHISD will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

Fall Title 1 meeting includes sessions on understanding the checklists and understanding assessments.

5. AHISD will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

Meeting with parents, counselors, Title 1 staff, and teachers, as needed.

6. AHISD will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

Title 1 progress reports are included with report cards/checklists at the end of each nine weeks.

7. AHISD will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

Notification to parents when a long-term sub is assigned to a classroom.

8. AHISD will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state's academic content standards,
- the state's student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child's progress, and
- how to work with educators:

9. AHISD will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

Fall and Spring parent meetings will include assisting parents in accessing and using instructional technology to help their students.

10. AHISD will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Title 1 staff will attend parent conferences in both the fall and spring.

11. AHISD will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

12. AHISD will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

All communication will be in both Spanish and English and in a format preferred by parents.

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY

The school district, in consultation with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, such as the following:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- adopting and implementing model approaches to improving parental involvement;
- establishing a school parent advisory council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.

* * * * *

Appendix B. Student and Parent Rights

Aiding Students Who Have Learning Difficulties or Who Need Special Education or Section 504 Services

For those students who are having difficulty in the regular classroom, all school districts and open enrollment charter schools must consider tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (RtI). The implementation of RtI has the potential to have a positive impact on the ability of districts and charter schools to meet the needs of all struggling students.

If a student is experiencing learning difficulties, his or her parent may contact the individual(s) listed below to learn about the school's overall general education referral or screening system for support services. This system links students to a variety of support options, including making a referral for a special education evaluation or for a Section 504 evaluation to determine if the student needs specific aids, accommodations, or services. A parent may request an evaluation for special education or Section 504 services at any time.

Special Education Referrals:

If a parent makes a written request for an initial evaluation for special education services to the director of special education services or an administrative employee of the school district or open enrollment charter school, the district or charter school must respond no later than 15 school days after receiving the request. At that time, the district or charter school must give the parent a prior written notice of whether it agrees to or refuses to evaluate the student, along with a copy of the Notice of Procedural Safeguards. If the school district or charter school agrees to evaluate the student, it must also give the parent the opportunity to give written consent for the evaluation.

Please note that a request for a special education evaluation may be made verbally and does not need to be in writing. Districts and charter schools must still comply with all federal prior written notice and procedural safeguard requirements and the requirements for identifying, locating, and evaluating children who are suspected of being a child with a disability and in need of special education. However, a verbal request does not require the district or charter school to respond within the 15-school-day timeline.

If the district or charter school decides to evaluate the student, it must complete the student's initial evaluation and evaluation report no later than 45 school days from the day it receives a parent's written consent to evaluate the student. However, if the student is absent from school during the evaluation period for three or more school days, the evaluation period will be extended by the number of school days equal to the number of school days that the student is absent.

There is an exception to the 45-school-day timeline. If a district or charter school receives a parent's consent for the initial evaluation at least 35 but less than 45 school days before the last instructional day of the school year, it must complete the written report and provide a copy of the report to the parent by June 30 of that year. However, if the student is absent from school for three or more days during the evaluation period, the June 30th due date no longer applies. Instead, the general timeline of 45 school days plus extensions for absences of three or more days will apply.

Upon completing the evaluation, the district or charter school must give the parent a copy of the evaluation report at no cost.

Additional information regarding special education is available from the district or charter school in a companion document titled Parent's Guide to the Admission, Review, and Dismissal Process.

Contact Person for Special Education Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for special education services is:

Contact Person: Dr. Jimmie Walker, Executive Director of Curriculum & Instruction

Phone Number: (210) 832-5954

Each school district or charter school must have standards and procedures in place for the evaluation and placement of students in the district's or charter school's Section 504 program. Districts and charter schools must also implement a system of procedural safeguards that includes notice, an opportunity for a parent or guardian to examine relevant records, an impartial hearing with an opportunity for participation by the parent or guardian and representation by counsel, and a review procedure.

Contact Person for Section 504 Referrals:

The designated person to contact regarding options for a student experiencing learning difficulties or regarding a referral for evaluation for Section 504 services is:

Contact Person: Dr. Jimmie Walker, Executive Director of Curriculum & Instruction

Phone Number: (210) 832-5954

The following websites provide information and resources for students with disabilities and their families.

- [Legal Framework for the Child-Centered Special Education Process](#)
- [Partners Resource Network](#)
- [Special Education Information Center](#)
- [Texas Project First](#)

