

Donna Independent School District



"THE DISTRICT"

Federal Programs & SCE

Title I, Part A: Policies & Procedures Manual

2024-2025

"Our Legacy, Our Story, Somos de Aqui"

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DONNA ISD'S STRATEGIC PLAN

DISD GRADUATES ALL STUDENTS READY FOR COLLEGE, CAREER, OR THE MILITARY

MISSION

The mission of Donna ISD is to provide a rigorous and supportive learning environment with meaningful and relevant learning experiences that inspire creativity, character development, and critical thinking that ensures educational excellence for all students.

VISION

The vision of Donna ISD is to be a bold district at the forefront of educating all students to be passionate, motivated leaders who will be a powerful force for positive change in our community, state and nation.



ALL DONNA ISD GRADUATES...



TABLE OF CONTENTS

GENERAL GUIDELINES.....	8
INTENT AND PURPOSE.....	8
CORE ACADEMIC SUBJECTS.....	8
PRIOR PLANNING.....	8
SUPPLEMENT NOT SUPPLANT.....	8
COST PRINCIPLES.....	9
CONFLICT OF INTEREST.....	10
EVIDENCE-BASED RESEARCH.....	11
STAFF.....	12
HIGHLY EFFECTIVE TEACHERS.....	12
PARAPROFESSIONALS.....	13
OTHER STAFF.....	13
TIME AND EFFORT.....	13
EXTENDED DAY/WEEK PROGRAM.....	14
GUIDELINES.....	14
DOCUMENTATION.....	14
ACCOUNT CODE FOR EXTENDED DAY/WEEK PROGRAM.....	15
EXTRA DUTY PAY.....	15
GUIDELINES.....	16
DOCUMENTATION.....	16
ACCOUNT CODING FOR EXTRA DUTY PAY.....	17
UNALLOWABLE COSTS.....	17
CONTRACT TIME.....	17
NON-STAFF ASSIGNMENTS - DAILY CAMPUS TUTOR.....	18
GUIDELINES.....	18
ASSIGNMENTS.....	18
HIGHLY EFFECTIVE.....	18
DOCUMENTATION.....	18
ACCOUNT CODE FOR CAMPUS TUTORS.....	19
PAY RATE.....	19
PAYROLL PROCEDURES.....	19
DISTRICT MONITORING - PROGRAMMATIC APPROVAL AND EVALUATION.....	19
TITLE I TRAINING.....	19
AUDITS AND CAMPUS VISITS.....	20
APPROVAL AND PURCHASES.....	20
CLARIFICATION PROCESS.....	20
SPENDING TIMELINE.....	20

LOCATION OF FILES.....	21
PLANNING PROCESS FOR TITLE I FUNDS.....	21
CNA – COMPREHENSIVE NEEDS ASSESSMENT.....	21
CIP – CAMPUS IMPROVEMENT PLAN.....	22
TITLE I BUDGET PLAN.....	23
EVALUATION.....	23
PARENTS INVOLVED IN CAMPUS PLANNING.....	24
INCENTIVES.....	24
DOCUMENTATION.....	25
ACCOUNT CODE FOR INCENTIVES.....	25
UNALLOWABLE.....	25
IPAD/ELECTRONIC TABLETS.....	25
LIBRARY PURCHASES.....	25
PRIZES.....	25
PROFESSIONAL DEVELOPMENT.....	25
GUIDELINES.....	26
TRAVEL AND LODGING.....	26
FEDERAL GUIDELINES (EDGAR):.....	27
REGISTRATION.....	27
ACCOUNT CODE FOR REGISTRATION.....	28
PER DIEM MEALS.....	28
LODGING EXPENSES.....	29
TRANSPORTATION.....	30
RENTAL CAR.....	31
FLIGHTS.....	32
TRAVEL ALLOWABLE AND UNALLOWABLE COSTS.....	32
TRAVEL PROCEDURES.....	33
OUT-OF-STATE TRAVEL.....	34
REGION ONE.....	34
ACCOUNT CODE FOR REGION ONE.....	34
ENCUMBRANCES.....	34
CONTRACTED SERVICES.....	34
PROCESS.....	34
ACCOUNT CODING.....	35
PARENT AND FAMILY ENGAGEMENT PARENT INVOLVEMENT.....	35
PARENTS RIGHT-TO-KNOW.....	35
TYPES OF PARENT INVOLVEMENT.....	35
PARENT INFORMATION.....	35
DECISION-MAKING.....	36
PARENT TRAINING.....	36

PARENTAL INVOLVEMENT COMPLIANCE.....	36
DATA COLLECTION.....	36
SURVEYS.....	36
DOCUMENTATION.....	36
ELECTRONIC SUBMISSION.....	37
DISTRICT PARENT INVOLVEMENT COMMITTEE.....	37
TITLE I INFORMATION FORM.....	37
PARENTAL INVOLVEMENT ACTIVITIES.....	37
ANNUAL TITLE I MEETING.....	37
MEETING CONTENT.....	37
DOCUMENTATION.....	38
SUBMITTING DOCUMENTATION.....	38
PARENTAL INVOLVEMENT STAFF TRAINING.....	38
PRESENTATION.....	38
SCHEDULING.....	38
DOCUMENTATION.....	38
SUBMITTING DOCUMENTATION.....	38
SCHOOL-PARENT COMPACT.....	38
EXPECTATIONS.....	39
REQUIREMENTS.....	39
RESOURCES.....	39
SCHEDULING.....	39
DOCUMENTATION.....	40
SUBMITTING DOCUMENTATION.....	40
CAMPUS PARENT INVOLVEMENT POLICY.....	40
REQUIREMENTS.....	40
RESOURCES.....	41
DOCUMENTATION.....	41
SUBMITTING DOCUMENTATION.....	41
FOOD.....	41
GUIDELINES.....	42
OTHER LIMITATIONS.....	42
DOCUMENTATION.....	42
UNALLOWABLE COSTS.....	43
ACCOUNT CODE FOR PARENT INVOLVEMENT FOOD.....	43
CLOTHING APPLICATION.....	43
PURCHASING PROCEDURES.....	43
COMPETITIVE PROCUREMENT REQUIREMENTS.....	43
REQUISITION/PURCHASE ORDER PROCESS TYPES OF REQUISITIONS:.....	44
PAYMENT REQUISITION.....	45

OPEN “BLANKET” PURCHASE ORDERS – WHEN APPROVED..... 45

PROCESSING REQUISITIONS.....46

CANCELLATION OF A PURCHASE ORDER.....46

INVOICE DATES..... 46

PREPAID PURCHASES..... 47

TAX EXEMPT STATUS..... 47

NO PO PAYMENTS..... 47

COMPARABILITY..... 48

GENERAL GUIDELINES

INTENT AND PURPOSE

Title I, Part A – Improving Basic Programs Operated By Local Educational Agencies—of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) of 2015, provides supplemental funding to state and local educational agencies to acquire additional education resources at schools serving high concentrations of students from low-income homes. These resources are used to improve the quality of education programs and ensure students from low-income families have opportunities to meet challenging state assessments.

Title I, Part A schools implement either a school wide program or a Targeted Assistance program. Both Title I, Part A models — School wide and Targeted Assistance — use evidence-based methods and instructional strategies.

CORE ACADEMIC SUBJECTS

Title I expenses must **directly** impact the core academic subjects: reading, writing, math, science, and social studies.

Funds cannot be spent, in any way, related to fine arts, PE, entertainment, etc.

PRIOR PLANNING

All Title I and expenditures must be detailed in the Comprehensive Needs Assessment (CNA), the Campus Improvement Plan (CIP) and the campus Title I budget **prior** to the purchase being approved. Similarly, any payroll expenses must be in the CNA, the CIP, and the campus Title I budget **prior to any work being performed**.

No federal grant funds shall be budgeted, encumbered, or spent until either of the following has occurred:

- grant has been approved by the granting agency and a Notice of Grant Award (NOGA) has been issued to the District; or
- the entitlement grant has been received by the District and the grant application has been submitted to TEA

SUPPLEMENT NOT SUPPLANT

The term supplement, not supplant, is a provision common to many federal statutes authorizing education grant programs. There is no single supplement, not supplant provision. Rather, the wording of the provision varies depending on the statute that contains it.

Although the definition may change from statute to statute, supplement not supplant provisions basically require that grantees 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. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds are not permitted to be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services. [TEA Supplement, Not Supplant Handbook, 2019]

The Penalties for supplanting are often severe. All federal funds involved in supplant normally must be returned to the federal government. Since audits are usually conducted after the grant period has ended, there is often no other alternative correction action available other than returning the funds. [Excerpt: TEA Supplant, Not Supplant Handbook, 2019]

TEA has established “presumptions of supplanting”. There are three (3) scenarios in which the U.S. Department of Education will presume that supplant has occurred, unless the grantee can rebut the presumption with documentation. The burden of proof is on the District.

- Providing Services Required under State or Local Law - Is the program or activity that the campus wants to fund **required** under state, local, or another federal law?
 - If it is, then it is supplanting (not allowed).
- Providing Same Services as Those Provided in Prior School Year with State or Local Funds - Were state or local funds used *in the past* to pay for this program or activity?
 - If they were, then paying for them now with Federal funds is supplanting (not allowed).
- Providing the Same Services in Federal and Non-Federal Programs - Are the same programs or activities being implemented in other schools that do not receive Title I funds AND are these programs and activities being paid for with state or local funds?
 - If yes, then this is supplanting (not allowed).

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

COST PRINCIPLES

All grant expenditures must be allowable under the Federal Cost Principles (2 CFR 200 – Subpart E), the grant application program assurances, the granting agency’s policies, and the District policies and procedures.

The **General Provisions for Selected Items of Cost (Cost Principles)** are available on the Department of Education EDGAR webpage.

The District shall adhere to the Cost Principles for federal grants [EDGAR SUBPART E] and any additional grant-specific cost principles. General criteria affecting the allowability of costs includes, but may not be limited to, the following: [2 CFR 200.403] and [2 CFR 200.320(b)(7)]

- Costs must be reasonable and necessary [2 CFR 200.404]
 - A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost.
 - Necessary is defined as costs needed to carry out the grant activities
- Be allocable to Federal awards [2 CFR 200.405]
- Be authorized or not prohibited under State or local laws or regulations.
- Conform to any limitations or exclusions set forth in these principles, Federal laws, terms and conditions of the Federal award, or other governing regulations as to types or amounts of cost items.

- Be consistent with policies, regulations, and procedures that apply uniformly to both Federal awards and other activities of the governmental unit.
- Be accorded consistent treatment. A cost may not be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the Federal award as an indirect cost.
- Except as otherwise provided for in EDGAR, be determined in accordance with generally accepted accounting principles.
- Not be included as a cost or used to meet cost sharing or matching requirements of any other Federal award in either the current or a prior period, except as specifically provided by Federal law or regulation.
- Be the net of all applicable credits. [2 CFR 200.406]
- Be adequately documented in the CNA, CIP, DIP

The district authorized approvers, along with the Federal Programs, shall verify that all proposed obligations and expenditures meet the Cost Principals. If the proposed obligation and/or expenditures is not allowable and/or allocable to a federal grant award, the district shall not make the obligation/purchase with the federal grant funds. Other funds such as local may be used to make the obligation/expenditure as appropriate.

CONFLICT OF INTEREST

DH(Legal), DH (Local) and DH (Exhibit) ([Policies](#))

It is the intent of DISD for all employees, officers, or agents to conduct all activities associated with procurement in compliance with the highest ethical standards, including the avoidance of any real or perceived conflict of interest. It is also the intent of the District to impose appropriate sanctions or disciplinary action, including but not limited to termination and/or prosecution, for any employees or officers who violate any of these requirements.

In accordance with Board Policy [DBD \(LEGAL\)](#), an employee who exercises discretion in connection with contracts, purchases, payments, claims, or other pecuniary transactions shall not solicit, accept, or agree to accept any benefit from a person the employee knows is interested in or likely to become interested in any such transactions of the District. Penal Code 36.08(d). A conflict of interest is defined as any circumstance that could cast doubt on an employee's ability to act with total objectivity with regard to the District's interest. Local Government Code Chapter 176 provides information regarding conflict of interest statements to be filed by vendors and certain school district employees. The Texas Conflict of Interest statutes apply to the District's officers and elected officials. There are specific rules regarding what constitutes a conflict of interest in regards to a business transaction or real property transaction. For more information, please review the information provided on the Texas Ethics Commission website, https://www.ethics.state.tx.us/filinginfo/conflict_forms.htm

STATE REQUIREMENTS

According to The Handbook on Purchasing for Texas Public Schools, Junior Colleges and Community Colleges (Module 3 of FASRG, Appendix 1), it is a serious breach of the public trust to subvert the public purchasing process by directing purchases to certain favored vendors, or to tamper with the purchasing process, whether it is done for kickbacks, friendship or any other reason. State law relating to violation of purchasing requirements imposes upon violators certain criminal penalties, which are found in

There are certain common standards of ethics which govern the conduct of employees involved in the purchasing function. The fundamental standards for the Donna ISD purchasing processes are as follows:

- It is a breach of ethics to attempt to realize personal gain through public employment with a district by any conduct inconsistent with the proper discharge of the employee's duties.
- It is a breach of ethics to attempt to influence any public employee of a district to breach the standards of ethical conduct set forth in this code.
- It is a breach of ethics for any employee of a district to participate directly or indirectly in a procurement when the employee knows:
- The employee of any member of the employee's immediate family has a financial interest pertaining to the procurement.
- A business or organization in which the employee, or any member of the employee's immediate family, has a financial interest pertaining to the procurement; or
- Any other person business or organization with whom the employee or any member of the employee's immediate family is negotiating or has an arrangement concerning prospective employment is involved in the procurement.

GRATUITIES

It is a breach of ethics to offer, give or agree to give any employee or former employee of a school district, or for any employee or former employee of a school district to solicit, demand, accept or agree to accept from another person, a gratuity or an offer of employment in connection with any decision, approval, disapproval, recommendation, preparation of any part of a program requirement or purchase request, influencing the content of any specification or procurement standard, rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling, determination, claim or controversy, or other particular matter pertaining to any program requirement or a contract or subcontract, or to any solicitation or proposal therefore pending before this government. Acceptance of gratuities may be construed as a criminal offense.

In addition, Texas law makes a gift (an item valued at \$50 or more, cash of any amount, or a negotiable instrument of any value) to a public employee a Class A misdemeanor if the employee is someone who exercises some influence in the purchasing process of the governmental body. (Texas Penal Code, 36.09[d] and [h]). Vendor gifts are highly discouraged. Employees which accept gifts from vendors shall file Form CIS with the Purchasing Agent as required by Texas state law in accordance to requirements listed on the Texas Ethics Commission website found at:

<https://www.ethics.state.tx.us>

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. (2 CFR 200.318(c)(1)).

EVIDENCE-BASED RESEARCH

The Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), emphasizes the use of evidence-based activities, strategies, and interventions. Section 8101(21) (A) of the ESEA defines an evidence-based project component as being supported by four possible levels of evidence - strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale.

- Strong evidence. To be supported by strong evidence, there must be at least one well-designed and well-implemented experimental study on the intervention.
- Moderate evidence. To be supported by moderate evidence, there must be at least one well-designed and well-implemented quasi-experimental study on the intervention.
- Promising evidence. To be supported by promising evidence, there must be at least one well-designed and well-implemented correlational study on the intervention.
- Evidence that demonstrates a rationale. To demonstrate a rationale, the intervention should include a well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes. An effort to study the effects of the intervention must be planned or be underway.

STAFF

Title I funds can be used to pay salaries and benefits for supplemental instructional staff. Positions can be professional and/or paraprofessional. Examples of these positions could include (a) Class-size reduction teachers, (b) Instructional coaches, and (c) Interventionists.

- All teachers must meet the Highly Effective Teacher requirements under Every Student Success Act (ESSA).
- Positions must be instructional positions, positions that work directly in training instructional staff, or parent involvement.
- The salaried position must be listed in the Comprehensive Needs Assessment, the Campus Improvement Plan, and the Title I Budget.
- A Description of Duty form for the position must be signed by the employee prior to the first day of school. Time and Effort documentation must also be completed.

HIGHLY EFFECTIVE TEACHERS

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

Highly effective teachers must:

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

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

If a teacher is absent for an extended period, inform both John Doe and Charles Brown if you predict the

class will not have an HE teacher (such as a substitute) providing instruction for four weeks or more.

Instructional paraprofessionals on the campus must meet the Highly Qualified Paraprofessional Standards.

PARAPROFESSIONALS

On a Title I School wide campus, instructional paraprofessionals working with students MUST work under the direct supervision of a highly effective teacher. This means they cannot "pull-out" students for tutoring, but they can provide instructional assistance in the classroom. This is true for both during the school day and after-school tutoring.

Additionally, they cannot be the "teacher" in a classroom. A professional HE teacher must plan the lessons and evaluate the students, and the teacher must be in the classroom with the paraprofessional. ***This applies to all instructional paraprofessionals on the campus, not merely the ones being paid with Title I funds.***

OTHER STAFF

The Title I funds allocated to a campus cannot be used to benefit staff or students at another campus. However, funds can be used to bring people onto your campus to instruct your students. Typically, this would be in the role of "during-the-day" Interventionist.

Anyone brought onto your campus like this is paid to perform a specific function. These people cannot be paid from Title I to perform other functions (unless approved ahead of time), and cannot be assigned duties such as car rider line, lunch duty, bathroom duty, etc.

A consultant or a campus Tutor may be hired using Federal Funds to work with students during the day. *Please see the definition of consultant and campus tutor under Section 3 – Specific Purchases.*

TIME AND EFFORT

District staff funded wholly or partially with federal grant funds shall comply with federal guidelines related to time and effort. The District shall collect and monitor time and effort documentation for District employees only.

The staff funded 100% from one grant source do not have to maintain periodic time and effort records. However, all employees must certify in writing, semi-annually, that they worked solely on the program for the period covered by the certification. The employee and his/her immediate supervisor must sign and date the Semi-Annual Certification Form.

The timeline for semi-annual certifications shall cover Fall and Spring semesters. Both Fall and Spring shall be determined per academic semester to coincide with teaching assignment and its semester. The campus must upload all signed semi-annual certifications to CRATE as noted below:

- 1) 1st Certification – Uploaded 3 weeks after the end of the Fall semester- due January
- 2) 2nd Certification –Uploaded 1 week after the end of the Spring semester - due June

****The 2nd semester certification for 10-month employees shall be signed on or after the last working day of their contract. Submission of the required certification shall be part of a campus or department staff***

member's check out procedures.

The Federal Programs Director review shall consist of the following:

- A review of the certification forms to ensure that every staff member and supervisor has certified that their schedule is 100% grant related
- A test sampling of staff assignments, i.e. master schedule, duty schedule, etc. to verify the schedule is 100% grant related

Time and effort requirements for staff split funded (funded from more than one (1) cost objective and/or grant programs)

Time and effort apply to employees who do one of the following:

- 1) Do not work 100% of their time in a single grant program
- 2) Work under multiple grant programs
- 3) Work under multiple cost objectives

Employees must complete a monthly activity report and submit it to the Federal Programs office by the due date each month.

EXTENDED DAY/WEEK PROGRAM

- Expenses associated with the program
- Academic only (*math, reading, writing, science, social studies*)

GUIDELINES

An extended day program in Title I (such as an after-school program) can only consist of a structured tutoring program. The tutoring should target students who have an academic need for the intervention, and is targeting students that are in danger of not passing the State assessment. The subject of the tutoring class should be obvious via the instruction (3rd grade math tutoring, 5th grade science tutoring, etc.)

Costs associated with the extended program can be paid for with Title I funds, including

- extra duty pay
- transportation
- nutritious snacks, and
- Instructional materials

However, if the campus is operating an after-school program which is something other than tutoring (e.g., choir, athletics, school play, etc.), then extra-duty pay, transportation, nutritious snacks, and instructional materials for those students/teachers can NOT be paid with Title I funds.

Title I funds can only be used to transport students who participate in a Title I allowable after-school program. Students participating in a different after-school program cannot be transported using Title I funds.

The Extended Day/Week template must be submitted to the office of Federal and SCE Programs for approval. It must tie to the budget in place and referenced in the CIP.

NOTE: Tutorials during Conference Period are **NOT** allowed.

DOCUMENTATION

Extra Duty Pay documentation: See the Extra Duty Pay information in this section of the Policies and Procedures manual for required documentation on paying staff for Extra Duty performed.

Transportation documentation: lists of students who are riding the bus each time.

Snack documentation: Snacks shall be purchased for tutorials taking place on Saturday only. A student roster is to be submitted to the Federal and SCE Programs Department for students receiving snacks (i.e. water, apples, and other nutritious items). If tutorials take place Monday through Friday, snacks are to be requested through the Cafeteria or Child Nutrition Services.

ACCOUNT CODE FOR EXTENDED DAY/WEEK PROGRAM

Transportation for Extended Day is coded to:

211.XX.6494.00.XXX.24.0.TT

Instructional materials for Extended Day are coded to:

211.11.6399.00.XXX.24.0.TT

EXTRA DUTY PAY

- Action must be in the CIP and Title I Budget before any employee begins work.
- Extra Duty Pay will be submitted on time following the payroll schedule for the school year.
- Can only be earned outside of contract hours. **No double dipping allowed.**
- Documentation required; depends on activity

Extended Day/Year, Professional Development, & Other Federally Funded Part-Time Positions

(Regular Day, After School & Saturday Tutorial, Summer School & Other Programs)

Position	Summer School	Regular Day	Extended Day / Saturday
Agriculture Farm Management (Teacher) <i>Non-Duty Days</i>	\$25.00	N/A	\$25.00
Bus Drivers	Regular Rate	N/A	*Regular Rate
Clerk	\$10.00	N/A	*Regular Rate
CNP Manager	Reg. Rate	N/A	*Regular Rate
CNP Worker	Reg. Rate	N/A	*Regular Rate
Counselor	\$1,000	N/A	N/A
Dean of Instruction/Assistant Principal	\$1,000	N/A	N/A
Licensed Vocational Nurse (LVN)	\$12.00	N/A	*Regular Rate
Parent Attendance Helper	\$9.00	N/A	N/A
Police Officer	Reg. Rate	N/A	N/A
Registered Nurse	\$30.00	N/A	\$30.00
Secretary (rate for non-campus secretary)	\$12.00	N/A	*Regular Rate
Security Guard	Reg. Rate	N/A	*Regular Rate
Summer School Campus Secretary	\$500	N/A	N/A
Summer School "Principal"	Stipend: \$1,500	N/A	N/A
Teacher	\$35.00	N/A	\$30.00
Teacher Assistant	\$12.00	N/A	*Regular Rate
TUTORS			
• Full-time Cert. Tea.	\$30.00	\$30.00	\$35.00
• Retired Certified Teacher/Degreed	\$25.00	\$25.00	\$30.00
• College Student (48 + hours)	\$12.00	\$12.00	\$14.00
• 21 st Century/ACE College Student (48+ hours)	\$12.00	N/A	\$12.00
• 21 st Century/ACE Degreed College	\$25.00	N/A	\$25.00

Table 1 2024-2025 DISD Compensation Plan

GUIDELINES

Title I funds can cover the cost of Extra Duty Pay for staff under certain circumstances. These will generally be.

- Teaching during an Extended Day/Week program (structured program, Function 11)
- Presenting or attending professional development outside of contract time (on-campus or off-campus, Function 13)
- Curriculum Writing work outside contract time to assist district review curriculum for next school year (*Function Pay only*)

It's possible to pay for other services, but this must be discussed and approved by the Federal and SCE Programs department.

The paid activity must be included in the Comprehensive Needs Assessment, the Campus Improvement Plan, and the Title I Budget Plan prior to any work being performed. The need for the service must be necessary to accomplish the objectives of the Title I program.

DOCUMENTATION

Required documentation will depend on the activity.

Note: All forms with extra duty pay using Title I Funds will be done via Function pay on TEAMS. Only under extenuating circumstances will an Extra Duty Pay Form be filled out.

Teaching during Extended Day/Week:

- Time Cards to be turned in to the Federal and SCE Programs Office on scheduled dates signed by the employee. All employees will punch in and out using function pay.
- Extra Duty Employment Agreement for Title I Funded Programs form must be attached, or on file in the Federal and SCE Programs Office. Will be reviewed if kept.
- Student Attendance Roster forms are to be turned in with time cards to the Federal and SCE Programs Office.
 - o All students shall sign in their own name.

Presenting or Attending Professional Development

- Time card showing times when in training.
- Documentation form for the Professional Development Session showing days, times, and general information on training along with a copy of sign If available.

Timecards

- Extra Duty Pay for an activity must be submitted based on the Pay Schedule set by the Donna ISD Business Office. Must follow the Last Day to approve Time Cards column for submission and must correlate with the dates worked from and to columns.
- When Extra Duty Pay is submitted for an activity, it should include the documentation for all employees that will earn Extra Duty Pay from that event.

Example: All Extra Duty Pay for an Extended Day session that occurred on October 2nd should be submitted at the same time.

ACCOUNT CODING FOR EXTRA DUTY PAY

Extended Day/Week:

2XX.11.6118.00.XXX.24.0.TT (For Teachers)

Professional Development: *(approved by department)*

Funding Source: 211 and 255

2XX.13.6118.00.XXX.24.0.00 (For Teachers)

UNALLOWABLE COSTS

- Work or training performed prior to approval, or occurring outside of the current grant fiscal period.
- Extra Duty Pay for service or training that is required by the district, state, or federal government.
- Employees will not get paid for planning nor if students are not present (*a minimum of five students must be in attendance*) during a scheduled tutorial time.

CONTRACT TIME

An employee may not earn extra duty pay during contract hours. The employee also cannot earn extra duty pay on professional growth days and personal absence days during regular contract hours, since all of

these days are part of the employee's contract days.

NON-STAFF ASSIGNMENTS - DAILY CAMPUS TUTOR

- used for instruction only
- must be approved before entering campus
- pay rates will vary as per compensation plan
- must submit Request for Qualifications (RFQ)
 - o you must get three RFQ's or Resumes (relatively like three quotes)

GUIDELINES

The campus can pay non-staff persons to perform various assignments, which focus on instructing and assisting students academically.

To reduce the confusion with these employees over their assignments, terms of employment, and required paperwork, the campus principal must work with the Federal Programs staff prior to bringing any such person onto the campus to be paid with Title I funding.

The following process must be followed before any campus tutor begins any form of work:

- Approved Tutor Request Proposal Form by Federal and SCE Department and approved by Assistant Superintendent for Curriculum & Instruction.
- Budget must be in place within the campus budget in line with the required calendar submitted with the proposal.
- Clearance by Donna ISD Human Resources Department.
- Signed Campus Tutor Agreement Form if funded by Federal Funds to be submitted by campus to Federal and SCE Programs Department.
- List of students/roster participating.
- CIP/DIP with funding source amount(s) with current date.

ASSIGNMENTS

Non-staff can only perform the instructional assignments specified during this process. They may not be used to perform any other tasks, and may not perform any "duties" on the campus (such as working lunch duty, bus duty, or restroom duty, etc.).

HIGHLY EFFECTIVE

Similar to the rules regarding paraprofessionals, non-staff may not work with students outside of the presence of the classroom teacher UNLESS the non-staff member meets the Highly Effective requirements for that subject.

DOCUMENTATION

- The campus administrator will be in charge of monitoring hours worked by the campus tutor.
- The campus tutor will clock in via district biometric clocks.
- A signed time card must be submitted to the department of Federal and SCE Programs along with student sign-in logs. Time cards must be submitted based on the Pay Schedule set by the Donna ISD Business Office. Must follow the Last Day to approve Time Cards column for submission and must correlate with the dates worked from and to columns.
- It is the campus principal's responsibility to ensure the tutor(s) does not work over the budgeted

amount.

ACCOUNT CODE FOR CAMPUS TUTORS

Campus Tutors are general coded to the following account string and can be funded out of Fund 211:

2XX.11.6125.XX.XXX.24.0.TT

PAY RATE

Position	Summer School	Regular Day	Extended Day / Saturday
TUTORS			
• Full-time Cert. Tea.	\$30.00	\$30.00	\$35.00
• Retired Certified Teacher/Degreed	\$25.00	\$25.00	\$30.00
• College Student (48 + hours)	\$12.00	\$12.00	\$14.00
• 21 st Century/ACE College Student (48+ hours)	\$12.00	N/A	\$12.00
• 21 st Century/ACE Degreed College	\$25.00	N/A	\$25.00

PAYROLL PROCEDURES

All methods of Extra Duty Pay, except homebound services, will be administered via function pay. The employee shall use the designated campus biometric clocks to clock in and clock out. The campus administrator/designee will then approve time cards as per payroll schedule on TEAMS. Campus will then submit copies of employee time cards along with student sign in logs to the Federal and SCE Programs Department.

DISTRICT MONITORING - PROGRAMMATIC APPROVAL AND EVALUATION

The Federal and SCE department must ensure that all aspects of the Donna ISD Title I programs meet federal and state requirements. In some instances, this may involve monitoring activities and procedures that are not funded through Title I (e.g., use of all paraprofessionals on campus, Highly Effective status of all teachers on campus, etc.).

This will include:

- Planning and budgets evaluated and approved as part of the Campus Improvement Planning process;
- Purchases monitored and approved as part of the standard Donna ISD purchasing process; monitored to ensure timely and efficient use of funds;
- Inventory monitored semi-annually;
- Parent Involvement coordinated at the district level and through work with the campus Parent Center Educators;
- Personnel monitored through Time & Effort, and through random campus visits.

TITLE I TRAINING

The Federal Programs staff will establish a training program each year for:

- Campus Administrators,
- Campus Bookkeepers and Secretaries, and
- Other campus designated personnel.

These trainings will help persons that administer Federal and SCE related programs/budgets stay abreast of changes in the district policies, as well as changes to state and federal guidelines.

AUDITS AND CAMPUS VISITS

To ensure consistent compliance and campus readiness for State and Federal audits of Title I Programs, the Federal and SCE Programs Department will do monthly campus visits and random audits throughout the year. Each audit or campus visit will be focused on specific issues.

The campus principal is to ensure all requested information is provided during the campus audit. This may include questions about Title I programs at your campus, documentation, and access to inventory to ensure it is labeled and managed properly.

APPROVAL AND PURCHASES

The Federal and SCE Programs Department will evaluate all purchase requests to ensure (a) the purchase meets all requirements regarding the intent and purpose of Title I, and (b) Title I guidelines are being met for the purchase. Additional, clarifying questions about a purchase may be asked, and additional documentation may be requested.

A purchase with Federal funds will be approved once all required criteria and district purchasing policy has been met.

CLARIFICATION PROCESS

If at any time there is an account coding issue, The Federal and SCE Programs Department will work with the campus secretary/bookkeeper to correct the issue.

If there is an issue with the purchase not being in compliance with Federal Title I standards, the Federal and SCE Programs Department will contact the campus administrator and work with the requisition to adjust purchase.

SPENDING TIMELINE

All obligations with federal grant funds must occur during the grant period. Obligations that occur before or after the grant period are not allowable costs. The obligations must be liquidated in accordance with the grant deadlines, especially as they relate to the final drawdown of federal grant funds. Guidance regarding the obligation of federal grants funds can be found in TEA's General and Fiscal Guidelines.

The Federal Programs Director shall monitor the expenditures during the grant period to ensure that the funds are spent in a systematic and timely manner to accomplish the grant purpose and activities. The following timeline shall be used as a general guide for spending thresholds for the grant period. The optimal spending thresholds noted below may be adjusted based on programmatic needs. For example, if

the federal grant will be used for summer activities such as summer school, a larger percentage of the grant may need to be withheld for those specific activities.

SPENDING SCHEDULE			
September	10%	February	60%
October	20%	March	70%
November	30%	April	80%
December	40%	May	90%-100%
January	50%		

Once federal budgets are suspended at year end, only the following can be expended with Title I funds:

- Registration and travel expenses for professional development;
- Expenses for student instruction during the summer.
- Extra Duty pay for staff working on Title I allowable activities;

LOCATION OF FILES

Many of the forms and files used by the Federal and SCE Programs department can be found on the District Website (www.donnaisd.net – Departments –Federal Programs – Forms).

PLANNING PROCESS FOR TITLE I FUNDS

The Title I, Part A School wide campuses in Donna ISD follow a five-step process to meet all of the planning, implementation, evaluation requirements of federal and state statutes:

- Conduct a Comprehensive Needs Assessment (**CNA**)
- Develop/Revise the Campus Improvement Plan (**CIP**)
- Link the CIP to Federal, State and Local Funding Sources (**TITLE I BUDGET PLAN**)
- Implement the Improvement Plan
- Use Formative and Summative Measures to Evaluate the Plan and Link to the CNA (Evaluation)

CNA – COMPREHENSIVE NEEDS ASSESSMENT

Each Title I campus is required to complete a Comprehensive Needs Assessment (CNA) each year. The purpose of a CNA is to examine multiple sources of data to identify the priority needs and direction for the school. This critical process is the pre-work to the development of the district and campus improvement plans and decisions regarding the justification for use of Title I and other funds.

Texas Education Code (TEC) Sections 11.252(a)(1-2) and 11.253 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. Campus-level committees must assess the academic achievement for each student in the school using the *student achievement* indicator system.”

No Child Left Behind (NCLB)/Every Student Succeeds Act (ESSA) – Public Law 107-110, Section 1114 (b) (1) requires that a Title I school wide program include a comprehensive needs assessment of the entire school, including the needs of migrant students, based on information that includes how students are meeting the state’s challenging academic content and achievement standards.

- Decide what you want to measure and report
- Identify the current campus rating in that measure

- Set your desired campus rating in that same measure
- Determine what steps need to be taken to move from the current rating to the desired rating. These are the campus "needs" that can be used in the Campus Improvement Plan.

Documentation for each meeting of the Comprehensive Needs Assessment teams must be kept by the campus and uploaded on Crate.

CIP – CAMPUS IMPROVEMENT PLAN

Purpose

- Using data from its needs assessment, a school must develop a comprehensive plan to improve teaching and learning in the school, particularly for those students farthest away from demonstrating proficiency on the State’s academic content and achievement standards.
- The Campus Improvement Plan (CIP) serves as the blueprint for how the campus will actually address the needs identified during the Comprehensive Needs Assessment (CNA). An effective CIP can bring focus and coherence to reform activities and help ensure unity of purpose, alignment, and clear accountability.

Each DIP, CIP, and open-enrollment charter school’s instructional plan developed should contain objectives that are:

- specific,
- measurable,
- attainable,
- relevant (oriented toward achieving the stated goals of the program), and
- time-bound

Plans must present a true reflection of the district, campus, teacher, parent, and community needs and expectations. Specific requirements for the plans, including who should be included in the planning process, are found in [TEC, §11.252 for district-level planning](#) and in [TEC, §11.253 for campus-level planning](#). In addition to the requirements outlined under TEC, §§11.251–11.253, each plan must also include the following:

- A description of the process and results for the comprehensive needs assessment related to Title I and compensatory education programs - conducted to identify the strengths and weaknesses of existing programs, practices, procedures, and activities; and ensures the use of resources is carefully planned, supplemental and cost effective
- Total amount of Title I and state compensatory education funds allocated
- Actual dollar amounts for activities and SCE funds that show 55% of allotment including Title I
- Identified Title I and compensatory education strategies – specific program strategies that align with the findings of the comprehensive needs assessment
- Supplemental financial resources for Title I and compensatory education - indication of the approximate dollar amounts for activities and or strategies
- Supplemental FTEs for state compensatory education - shown for SCE activities involving personnel at both the district and campus level
- Measurable performance objectives - based on needs assessment data and stated in terms of what the student is expected to do, and stated in terms of measurable and or observable behavior to ensure that the plan is resulting in academic improvement (indicators of expected and actual)
- Timelines for monitoring strategies and reaching goals – specific schedule for data collection during the school year. This should be written in incremental units such as every three weeks, every month, (not August through May or “ongoing”), each semester, etc.

- Formative and summative evaluation criteria - Formative evaluation includes periodic measures that are utilized during the actual implementation of the interventions or strategies. The summative evaluation occurs at the end of the implementation period, to provide the overall project and process evaluation.
- A formative evaluation validates or ensures that the goals of instruction are being achieved.
- A Summative evaluation is quantitative, using numeric scores or letter grades to assess learner achievement. It measures the worth of a program at the end of the program activities. The focus is on outcome
- methods and instructional strategies that strengthen the academic program in the school
- amount and quality of learning time
- an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education
- needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards

Additional federal requirements include:

- Title I, Part A funds on a school wide campus may be used only to support activities identified by the comprehensive needs assessment and described in the campus improvement plan;
- The CIP must clearly incorporate the ten components of a School Wide Program;
- The CIP must describe how the school will use Title I, Part A resources and other sources to implement the ten components;
- The plan, created by the Campus Level Planning Advisory Committee (CLPAC), must be developed with the involvement of the parents and other members of the community to be served and individuals who will carry out such plan, including teachers, principals, and administrators (including administrators of programs described in other parts of Title I), and if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students from such school;
- Instruction must be by Highly Effective Staff.
- All activities funded by Title I must be evidence-based

The state has additional requirements that must be included in each campus plan.

TITLE I BUDGET PLAN

Each campus will break down each Title I funded action in the CIP into specific expenses in the online Budget Program. Identification of these expenses will allow the Special Program staff to build accounts for each of the campuses, and to verify allowable expenses (including use of Title I funded staff).

EVALUATION

In order to determine the success of each Title I, Part A school wide program, statute requires that an annual evaluation be conducted. Strategies and activities implemented by the school wide campus improvement plan must be evaluated to determine if they are working and achieving the desired outcomes. The evaluation plan must include ways to determine whether the academic achievement of all students, and particularly of low- achieving students, improved, whether the goals and objectives contained in the campus improvement plan (CIP) were achieved, and if the CIP is still appropriate as written.

The needs, focus and measures identified in the Comprehensive Needs Assessment will be used to evaluate the effectiveness of the Campus Improvement Plan.

The primary questions for the evaluation are:

- Is the school wide program being implemented as it was intended?
- Did the achievement of students in meeting the state's academic standards increase to the desired level, particularly for those students who had been furthest from achieving the standards?

Most evaluations are organized and carried out through the following steps:

- Identification of purpose and intended audience.
- Identification of issues and development of review questions.
- Identification of data collection instruments.
- Collection of data.
- Analysis and interpretation of results.
- Reporting.

The evaluation report should be clearly and concisely written and available to all stakeholders. The report usually includes background information, the review questions, a description of evaluation procedures, and an explanation of how the data was analyzed, findings, and a conclusion with recommendations.

Evaluation results are to be disaggregated within the school district and each Title I, Part A campus by the following:

- Gender
- Major racial and ethnic group
- English proficiency status
- Migrant status
- Students with disabilities as compared to nondisabled students
- Economically disadvantaged students as compared to students who are not economically disadvantaged. [P.L. 107–110, Section 1111(b)(3)(C)]

When requested, the evaluation report can be made available for review by TEA monitors to demonstrate that the campus achieved the goals and objectives contained in its campus improvement plan.

Look at Plan4Learning for more information on the Campus Needs Assessment (CNA).

PARENTS INVOLVED IN CAMPUS PLANNING

As required by statute, parents must be involved in the campus decision-making process.

- The CIP meetings must have at least one (1) in attendance.
- The parents must be meaningfully involved in decision-making. The campus staff cannot create the plan and then have the parents "sign-off" on it; the parents must be involved in deciding the actions.
- The parent cannot be an employee of the school district.
- When the planning cycle begins, the Federal and SCE Programs Office will ask for the names of the parents that will be involved in the CIP meetings.

INCENTIVES

- To promote improvement in academic achievement
- Must be inexpensive and educationally related
- Incentives may be purchased for students only

Educationally related, inexpensive items can be purchased with Title I funds to help encourage students to improve their academic achievement. Incentives could include ribbons, medals, dog tags, pencils, rulers, books, etc.

For pencils, rulers, and other items...there cannot be an additional charge to have the school's name or a slogan imprinted on the material. This type of additional expense does not meet the "reasonable and necessary" guidelines for Title I purchases. If the "imprint" is done for free, then that is allowed. It is the additional "cost" that is not allowed. Promotional items such as imprinted pens are not allowed.

***NOTE: Cost should be \$5.00 and under on order to be an allowable expense.**

DOCUMENTATION

A simple written plan is needed to describe the criteria for awarding these items. All incentives must be earned (e.g., turned in all homework assignments for the week).

*Remember to include what the items are intended for, and how they will be distributed on your requisitions on TEAMS.

ACCOUNT CODE FOR INCENTIVES

Academic Incentives shall be coded to:

2XX.11.6498.00.XXX.XX.0.00

UNALLOWABLE

- Not for use as awards during an awards assembly
- Not for attendance incentives
- Items such as gifts, memorabilia, or souvenirs (such as T-Shirts, camps, tote bags, key chains)

IPAD/ELECTRONIC TABLETS

Title I funds cannot be used to purchase iPad or any form of Electronic Tablets.

LIBRARY PURCHASES

Title I cannot fund books and other items **required** for the library inventory. Items that are in essence **supplemental** to the instruction for students in the reading, writing, math, science and social studies area that will not be added to the library inventory can be purchased using Title I funding.

Library purchases are coded to function 12.

PRIZES

- Prizes may not be purchased with Title I funds
- Gifts or items that appear to be gifts are not allowable Title I expenses

- Door prizes, awards, rewards, and other types of prizes cannot be purchased with Title I funds.

PROFESSIONAL DEVELOPMENT

- Must be aligned to the Title I intent and purpose
- Must be aligned to campus needs and CIP
- Expenses limited according to Federal Per Diem Rate or Donna ISD travel guidelines
- Ensure professional development is coded to proper account
- Must follow EDGAR for Contracted Services – three (3) quotes!
- Demonstrate competence and qualifications to perform the services and for a fair and reasonable price.

GUIDELINES

Campuses should use Title I funds to provide high quality, focused and sustained professional development that is evidence-based and is aligned to the Texas Essential Knowledge and Skills (TEKS).

The campus professional development plan must be aligned to the Comprehensive Needs Assessment and the Campus Improvement Plan. For example: if the lowest test scores are in math, then the majority of professional development funds should be targeted to math content training.

The ultimate purpose of staff development is to improve teaching and learning. It should be powerful enough to dramatically increase content knowledge and the use of effective instructional strategies. In order for professional development to be powerful, it must be chosen based on a thorough analysis of the data to identify the needs in student performance data, and be part of a comprehensive plan. It must have staff accountability in its implementation, take into account participant's prior knowledge and experience, and use adult learning strategies that are appropriate to the intended outcome.

As stated in the NCLB Act [P. L. 107-110, Section 9101 (34)], effective professional development activities:

- improve teachers' knowledge of the subject they teach and enable them to become highly qualified;
- are part of educational improvement plans;
- provide knowledge and skills to assist students to meet challenging academic standards;
- are high quality, sustained, intensive and classroom focused;
- are not only one day or short-term workshops/conferences;
- develop teacher understanding of effective research based instructional strategies that improve student achievement, are aligned and related to state/student academic standards and curricula tied to standards;
- are regularly evaluated for their increased teacher effectiveness and increased student academic achievement;
- Include instruction in ways faculty, staff, and administrators may work more effectively with parents.

TRAVEL AND LODGING

School Board Policy DEE Local - An employee shall be reimbursed for reasonable, allowable expenses incurred in carrying out District business only with the prior approval of the employee's supervisor and in accordance with administrative regulations.

For any allowable expense incurred, the employee shall submit a statement, with receipts to the extent feasible, documenting actual expenses and in accordance with administrative procedures. Accounting records shall accurately reflect that no state or Federal Funds were used to reimburse travel expenses beyond those authorized for state employees.

Note: Employees canceling travel arrangements at their personal request will be held responsible for all expenses incurred by the District.

Mileage, lodging, and meal reimbursement rates published by the Texas Comptroller of Public Accounts apply to all grants funded by TEA for individuals on travel status.

Title I funds can pay for the travel expenses for professional development, including:

- Registration
- Lodging
- Transportation
- Meals
- Other incidental expenses

The travel must be aligned to grants intent and purpose

- Must be aligned to campus needs and CIP
- Ensure travel is coded to proper account

Title I cannot pay for any training that is

- Required of the campus, or required of a staff member for their duties or their certification;
- Reasonably expected of any non-Title I campus or staff member; paid for by the district at non-Title I campuses.

FEDERAL GUIDELINES (IRS)

All travel expenses shall be paid under an Accountable Plan

- travel must have a business connection
- the traveler shall account for all expenses
- excess advances, if any, shall be reimbursed to the District
- meal expenses shall be in conjunction with overnight travel only

The meal expenses for the day of departure and return shall be adjusted based on the time of departure and return as noted in the District travel guidelines.

If any travel expense fails to meet the accountable plan guidelines, the payments to (or on behalf of) the travelers shall be taxed through the normal payroll cycle.

***Important Note: Federal Funds cannot pay in advance for meals, lodging, and transportation, etc.**

FEDERAL GUIDELINES (EDGAR):

All travel expenses paid with federal grant funds shall meet EDGAR requirements (200.474) such as:

- all travel costs must be reasonable and necessary;

- all travel costs must be consistent with the district's travel policy;
- all travel costs must be directly related to the grant award; and
- all travel costs must meet the obligation of expenses rules.

In addition, all federally-funded travel expenses must meet the TEA's Current Travel & Mileage Reimbursement Rates (as published in the most recent TEA Correspondence).

REGISTRATION

- Registration fees for a conference, workshop, or other training event as supported by a registration form are allowable costs. Fee-based optional events such as a speaker or award luncheon shall be approved on a case-by-case basis if the event fee is reasonable and the traveler would derive a work-related benefit from attending the event. Fee-based optional events such as socials, excursions, tours, or other purely entertainment events are not allowable costs.
- The authorized travel expenses shall be supported by the registration form and Schedule of Events. The documentation shall include the start and end dates of the event, event location and registration fee.
- A copy of the registration form and schedule of events shall be submitted with the Travel Authorization Form.

Registration fees cannot include supplementary items or add-ons.

For example, if the registration fee is \$1,500 and includes an iPad, then the registration fee will not be approved.

ACCOUNT CODE FOR REGISTRATION

Funds 255 and 289:

2XX.XX.6299.XX.XXX.XX.0.00

PER DIEM MEALS

Federal funds do not pay for any meals for day trips. A day trip is defined as a trip that does not require an overnight stay.

Employees traveling overnight may be paid a meal per diem amount of \$59 per day for each day the employee is eligible. No advanced check will be disbursed. A Travel Authorization/Claim Form must be submitted after the travel event to request meal reimbursement. Receipts are not required, but employees must retain and may be required to validate the actual costs with detailed receipts. Actual costs that exceed the maximum daily amount will not be reimbursed.

If the dates of travel are all full days and no meals are provided by the event, indicate the number of days

for meals on the Travel Authorization Form. The total number of meals will be based on whether meals are provided by the event and the time of departure and/or return.

Adjust the requested amount for meals if the conference/workshop will include any meals. If meals (except continental breakfast and receptions) are provided as part of the event, reductions should be made in accordance with Adjusted Meal Per Diem Calculations. The meal per diem will be based on the departure/return time of a traveler depending on departure/return times below:

MEAL	TIME OF DEPARTURE/RETURN	AMOUNT
Breakfast	Depart DISD before 7:00 a.m.	\$15.00
Lunch	Return to DISD after 1:00 p.m.	\$17.00
Dinner	Return to DISD after 7:00 p.m.	\$27.00

LODGING EXPENSES

The U. S. General Services Administration restricts the amount of Title I funds that can be spent on overnight lodging. The rate is the maximum overnight charge for a hotel room per person. GSA rate applies to the Host Hotel.

A district employee is entitled to be reimbursed for lodging expenses incurred on a day that the employee conducts official and required school district business outside of his or her designated headquarters.

The District is exempt from paying Texas state sales taxes (note: sales taxes on out of state travel will be paid in full by the District). It is the responsibility of the district employee to present the tax exemption form at the time of payment. Requisitions for lodging are made directly to the employee, not the hotel. The employee may only be reimbursed for his or her actual lodging expense not to exceed the maximum lodging rate published by the GSA. If the city is not listed, but the county is listed, use the rate of the county.

The current federal per diem rates can be found at <https://www.gsa.gov/travel/plan-book/per-diem-rates>. We must review federal, state, and local regulations and follow whichever one is the most restrictive.

LODGING RATES - GSA

All lodging for out-of-district travel allowable rates will follow the Federal Rate Schedule through the GSA. To access the federal rate schedule, go to the U.S. General Services Administration (GSA) website (<https://www.gsa.gov/travel/plan-book/per-diem-rates>).

- Place your cursor over the “travel” section on the toolbar & click on the “Featured Topics: Per Diem Rates Look-Up” section on the left-hand side of the navigation panel.
- On the U.S. map that opens, click on the state of your destination or enter the zip code or city on the search.
- Find your destination on the list and apply the maximum lodging rates for the city or area to which you are traveling.
- If the city you are going to isn’t listed, check the county list. If the county is listed, use the county rate.

- If the County you are traveling to is not listed, use the standard maximum rate listed for lodging.
- If you are traveling out of State, find the city nearest to your travel destinations and apply the applicable lodging and meal rates.
- All lodging requests require prior approval by the immediate supervisor through a Travel Authorization Form.

TRAVEL DURATION

- Costs shall be allowable for travel events that require an overnight stay away from the traveler's home. No lodging shall be allowable in the traveler's home city at a commercial lodging establishment.
- The maximum nights of lodging shall be based on the start and end times of the travel event and the distance of the travel location.
- The traveler (or campus/department secretary on behalf of the traveler) shall make the hotel reservation and secure with their personal credit card or district credit card, as appropriate. Hotel and travel websites such as Hotels.com, Expedia, Travel city, etc. shall not be used to make hotel reservations if the website requires prepayment of the hotel stay.
- The traveler may at his/her request stay with a family member or friend instead of at a hotel. If the traveler selects this option; the traveler shall not receive any payment in lieu of lodging costs.

HOTEL OCCUPANCY TAX EXEMPTION

- The traveler shall present a Hotel Occupancy Tax Exemption Certificate to a Texas hotel. If the traveler fails to present the certificate; the traveler will not be reimbursed for the unallowable tax expense. The Hotel Occupancy tax exemption does not apply to out-of-state travel.

TWO OR MORE TRAVELERS TO SAME EVENT

- When at least two (2) travelers (district employees) are traveling to the same event, they may share the lodging and each receive the maximum lodging rate on the GSA schedule. Each traveler shall submit a request for their portion of the lodging costs. District employees shall not be required to share a room with another employee, but may be encouraged to share a room to minimize the lodging costs.
- When traveler share lodging with a non-district employee or district employee not in travel status, the maximum lodging costs shall be the appropriate GSA schedule rate for single occupancy.

UNALLOWABLE COSTS

- Lodging costs such as movies, gym facility, spa or other non-essential costs are not allowable for reimbursement or payment with any district funds.
- Lodging tips may be paid at the traveler's discretion, but will not be allowable travel costs for reimbursement or payment with any district funds.

TRANSPORTATION

A district employee is entitled to be reimbursed for transportation charges incurred while conducting district business. The employee should select the most cost effective method of transportation available. Travelers should use a district-owned vehicle as the preferred method of transportation. The driver shall

be listed on the Authorized Drivers of District-Owned Vehicles. If a district-owned vehicle is not available for the travel event, the traveler shall be authorized to use their personal vehicle or request a flight, as appropriate. Details on transportation are described in this section.

MILEAGE IN PERSONAL VEHICLE

- Travelers should use a district-owned vehicle as the preferred method of transportation. The driver shall be listed on the Authorized Drivers of District-Owned Vehicles. If a district-owned vehicle is not available for the travel event, the traveler shall be authorized to use their personal vehicle or request a flight, as appropriate.
- Mileage will be reimbursed at \$0.67 per mile. The reimbursement may not exceed the product of the actual number of miles traveled for business and the mileage reimbursement rate. The mileage rate is inclusive of all expenses associated with the employee's use of his or her vehicle.
- The District has chosen MapQuest mapping system to document mileage reimbursements. A MapQuest printout with the mileage from the point of origin to the point of destination shall be printed and attached to the Travel Authorization Form. Mileage costs related to personal destinations before, during or after the travel event shall not be allowable costs. In addition, mileage costs due to the traveler's error in reaching the destination, such as getting lost shall not be an allowable cost.
- Four-Per-Car Rule: When employees travel on the same dates with the same itinerary, they must coordinate travel. When four or fewer employees travel on the same itinerary, only one may be reimbursed for mileage. When more than four employees travel on the same itinerary, only one out of every four may be reimbursed for mileage.
- The district will reimburse an employee for parking expenses incurred while traveling in a personally owned or leased vehicle, rental vehicle, or district-owned vehicle.
- The district will reimburse an employee for tolls paid when the employee travels in a personally owned or leased vehicle, rental vehicle, or district-owned or leased vehicle when the toll charges occur on the approved point-to-point mileage documentation.

RENTAL CAR

A district employee is entitled to reimbursement for the cost of renting a vehicle to conduct district business.

A district employee will be required to use the vendors approved on the Texas Comptroller of Public Accounts rental car contract when requesting authorization for a rental car. Currently, the State of Texas Comptroller's Office has contracted with Avis Budget Group, Inc., Enterprise Rent-A-Car/National Car Rental and The Hertz Corporation. Reservations will be made by contacting the company directly; however, when making the reservation be sure to provide the State of Texas-Comptroller's Co-Op contract rate identifier number TXS6080. Be sure to verify the rates when you get a confirmation number. If the rental is not booked on the state contract rate, you will not be covered under the contract provisions or with the appropriate insurance coverage. For rates in the state of Texas, out of state rates and contract exceptions, please visit the following link: <https://comptroller.texas.gov/purchasing/programs/travel-management/rental/>

Employees will use the following standard to determine the size of vehicle:

- Four or less district employees use standard car
- Five or six district employees use minivan

The reimbursement includes all applicable taxes and mandatory charges. It also may include a charge for a collision damage waiver or a loss damage waiver if not already included in the contracted rate for the rental. A charge for an additional driver may only be reimbursed if incurred for a business reason.

A charge for a liability insurance supplement, personal accident insurance, safe trip insurance or personal effects insurance is not reimbursable.

In order to be reimbursed for the rental cost, a state employee must retain an original and complete receipt issued by the rental company. For a district employee to be reimbursed for a rental expense, the employee must provide proof that the expense was incurred. A complete receipt issued by the rental company serves this purpose.

The receipt must include the following:

- The name of the rental company, and
- The name of the employee renting the vehicle, and
- The starting and ending dates of the rental, and
- An itemization of expenses incurred, and
- Proof of payment.

If the receipt does not include all of the above listed items, the rental contract may also be included to provide that information.

A receipt that has been altered by any person other than the entity issuing the receipt is unacceptable. A receipt to which additional information has been added is considered unaltered if the information does not conflict with the original information on the receipt.

FLIGHTS

A district employee is entitled to be reimbursed for the actual cost of commercial air transportation incurred to conduct district business. The reimbursement may not exceed the cost of the lowest available airfare between the employee's designated headquarters and the employee's duty point.

For a state employee to be reimbursed for a commercial air transportation expense, the employee must provide proof that the expense was incurred. A complete passenger receipt issued by a commercial airline company or an itinerary issued by the company or a travel agency serves this purpose.

The receipt or itinerary must include the following:

- The name of the employee and airline, and
- The ticket number, and
- The class of transportation, and
- The travel dates, and
- The amount of the airfare, and
- The origin and destination of each flight, and
- Proof of payment.

A passenger receipt or itinerary that has been altered by any person other than the entity issuing the receipt or itinerary is unacceptable. A receipt or itinerary to which additional information has been added is considered unaltered if the information does not conflict with the original information on the receipt.

TRAVEL ALLOWABLE AND UNALLOWABLE COSTS

District Non-Allowable Travel Expenses:

- Expenses due to the traveler's failure to cancel a registration or travel arrangements (except for extenuating circumstances)
- Retreats
- Outside of grant period

Item	Reimbursable?	Additional Information
Airfare	Yes	Reimbursable only if purchased at the lowest available coach fare.
Automobile	Yes	Reimbursed at the current federal approved rate. An official road map, MapQuest, shall be used for computing miles traveled by automobile.
Entertainment	No	Such as in-room movies, fee-based hotel amenities: gyms, spas, etc.
Ground Transportation Costs	Yes	Examples: taxi, shuttle, or bus transportation expenses will be reimbursed for costs allowed for performing duties associated with the purpose of the travel only. Tips/gratuities for transportation cannot be reimbursed.
Hotel Internet Charges	Maybe	Only allowable if the expense is work-related and pre-approved on travel authorization.
Lodging	Yes	Reimbursement based on the single room rate in a moderately priced hotel based on GSA. The Hotel Occupancy Tax Exemption Certificate Form can be used to exempt guests from the Texas state tax. However, employees must pay any city taxes. Employees will be reimbursed for the city tax, but not for the Texas exempted state tax. A detailed hotel receipt must be submitted; the receipt must be itemized, with a zero balance. Expenses are only covered for the length of the event/conference, etc.
Meals	Yes	
Non-district Emp. Expenses	No	
Parking	Yes	
Rental Car	Maybe	Reimbursement is allowable only if other transportation, such as taxi or shuttle, is not available for performing duties associated with the conference and there is documentation to show that it is more cost effective to rent a car than it is to take alternate travel. A rental car must be documented with a receipt.
Retreats	No	
Spouse Expenses	No	
Terminated Emp.	No	If the travel expenses incurred after termination.
Tips/gratuities and alcoholic beverage	No	
Valet Parking	No	

TRAVEL PROCEDURES

- Travel Request Document(s) Needed for Approval Process:
 - *Travel Request Form* filled out and signed by Principal
 - *Travel Authorization Form* filled out and signed by both traveler and principal, if principal is traveling, their immediate supervisor signs on the administrator line
 - A copy of the itinerary/agenda of conference or workshop
 - Hotel Confirmation with GSA rate page from <https://www.gsa.gov/travel/plan-book/per-diem-rates>
 - Transportation Details:
 - 3 Vehicle Rental Quotes **OR**
 - For personal vehicle usage, attach MapQuest mileage information. Rate is \$0.67 per

mile, effective 2024.

- Once approved by Federal Programs Department, Travel Requests will be sent to the appropriate department for final approval
- A copy of the approved travel request will be forwarded to the campus.
- Travel Requisitions:
 - Attach complete approved travel request form
 - Attach copy of CIP
- Travel Reimbursements
 - Mileage (*must complete reimbursement requisitions no later than 1 week upon returning from the conference/training*)
 - Attach approved travel request form and per diem
 - Attach copy of the CIP
 - Attach original of hotel receipts, *if reimbursing*
 - Attach original meal receipts, *if reimbursing* – Use approved per diem form
 - Approved by Campus Principal
 - Approved by Director of Federal and SCE Programs
 - Approved by Business Office

**After attending the conference/workshop, a certificate of attendance must be submitted to the Federal Programs department no later than 1 week upon returning.*

OUT-OF-STATE TRAVEL

Out-of-state travel is highly scrutinized by both state and federal auditors. This type of travel will follow the same procedures as out-of-district travel but will require board approval and a Justification of Specific Expenditure: Program-Related Out-of-State Travel form from TEA will need to be approved prior to travel.

REGION ONE

Staff development at Region One will follow the same approval and documentation process but meals and/or lodging will not be needed. Be sure to include conference confirmation with the employee name.

ACCOUNT CODE FOR REGION ONE

Professional development that takes place at the Region 1 ESC should be coded to:

2XX.XX.6239.00.XXX.XX.0.00

ENCUMBRANCES

Travel costs should be encumbered prior to the travel (hotel, registration, car rental, flight). Upon return the encumbered funds can be reimbursed to the employee.

CONTRACTED SERVICES

A consultant is an independent contractor, not an employee that offers services to the public. A consultant usually maintains an office and usually provides the equipment and materials necessary for completing or performing a service. A consultant is paid on a fee basis for specialized services that are usually considered to be temporary or short-term in nature, normally in areas beyond the expertise of the

employing entity's employees.

Consultants hired to perform a service will execute a written agreement or contract acceptable to the District, prior to the performance of the service. Administrators shall send all proposed agreements to his or her direct supervisor for approval. Once the agreement meets all necessary requirements, it will be submitted to the Superintendent for approval and signature. Original copies of all executed agreements are maintained in the Purchasing Department, and are available for review upon request.

A copy of the signed Contract/Agreement must be attached to the purchase order being processed.

When bringing a consultant to the campus to train staff, a contract will be required. The campus must follow the current district contract requirements. Start early because this is not a quick process.

PROCESS

- A Request for Contracted Services (RCS) must be completely filled out.
- Evidence based research must be attached and submitted to the department of Federal and SCE Programs for review and approval.
- A consultant/vendor verification packet must be filled out and submitted to the Human Resources Office for verification, which will then be forwarded to Purchasing.
- Requests for Contracted Services are to be submitted to the department of Federal and SCE programs for review and approval.
- Requests for Contracted Services will then be sent to the office of the Assistant Superintendent for Curriculum & Instruction for Final Review.
- Request for Contracted Services packets will then be sent to the Purchasing Department for review and final consultant approval.
- Funds must be available in the budget upon submission of request.
- Must submit three (3) quotes.
- CIP/DIP with funding source amounts(s).

ACCOUNT CODING

A consultant brought on campus should be coded to
2XX.13.6299.00.XXX.XX.0.00

PARENT AND FAMILY ENGAGEMENT PARENT INVOLVEMENT

Parental Involvement (PI) has always been a centerpiece of Title I. The ESEA statutes define parental involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring that—

- parents play an integral role in assisting their child's learning;
- parents are encouraged to be actively involved in their child's education at school;
- 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; and
- Other activities are carried out that will build the capacity of all parents.

PARENTS RIGHT-TO-KNOW

ESEA requires the district and campus to notify parents of all children in all Title I schools that they have the right to request and receive timely information on:

- *Professional Qualifications* - of their children's classroom teachers. This includes:
 - whether the teacher has met state qualification and licensing criteria;
 - whether the teacher is teaching under emergency or provisional status;
 - the baccalaureate degree major of the teacher and other graduate certification;
 - whether the child is provided services by a paraprofessional;
 - The district/campus shall notify the parents that the child has been taught for four or more weeks by a teacher who is not highly qualified.

School Performance Reports - school districts must disseminate to parents, teachers, principals, schools and community the results of the district's yearly progress review of each school. The school district shall publicize and disseminate the results of the annual review to parents reporting whether the school is making required improvement.

- *Academic Assessments* - Schools must provide frequent reports to parents on their children's progress.

TYPES OF PARENT INVOLVEMENT

An event does not qualify for funding from Title I Parent Involvement simply because parents will be in attendance. Parent Involvement is specifically defined in ESEA to be used in three ways:

PARENT INFORMATION

Imparting knowledge to the parents regarding:

- Campus participation in the Title I program, an explanation of Title I, and the parents' rights within the program.
- a description and explanation of the:
 - curriculum in use;
 - academic assessments used to measure student progress;
 - Proficiency levels students are expected to meet.
- information to understand:
 - the State's academic content standards;
 - Understanding the State student academic achievement standards.

DECISION-MAKING

Involving parents in the campus decision-making process, including:

- involvement in creating and/or revising the Parent Involvement Policy and the School-Parent Compact
- involvement in how Title I funds are expended;
- involvement in other campus decision processes impacting student achievement (Site-Based Decision Making - SBDM)

PARENT TRAINING

Teaching the parents skills, they can use to aid in the academic achievement of their children. This could include:

- homework completion strategies;
- literacy training;
- using technology;
- parenting skills;

- strategies in math, science, reading, writing, social studies

The majority of Parent Involvement activities, and funds, should be spent on Skills Training for parents. Information and Skills Training Sessions should be held during the first semester, and definitely no later than February to help students pass academic assessments (e.g., STAAR).

PARENTAL INVOLVEMENT COMPLIANCE

DATA COLLECTION

Needed for determining (1) how many families are benefiting from the program, (2) the effectiveness of each part of the program, and (3) justification for expenditures.

SURVEYS

Parent Involvement Program Evaluation Survey (for the end of the school year) - for parents to evaluate the overall Parent Involvement program and impact. This survey will be done every year. Send the survey out at the beginning of April. Tabulate data and submit results to the Parental Involvement Department (electronically) by the due date (see Title I Calendar for specific dates).

DOCUMENTATION

All PI events/activities require the following documentation:

- Agenda: the formal agenda for the meeting, detailing what is PLANNED to be discussed;
- Minutes: this is a moderately detailed summary of what was ACTUALLY discussed in the meeting;
- Attendance Forms: dated with the printed name and signature of each person in attendance;
- Handouts: handouts distributed or used during the meeting; including PowerPoint presentation;
- Notices: copies of the notices used to inform parents of the meeting.
- Pictures: (Optional)

Some events may require additional documentation.

TEA Auditors have taken the stance that, if this documentation is not kept (and produced when asked), then the event/meeting/workshop did not occur. Consequently, any funds used for that event would have to be repaid to the State from local funds, and any compliance satisfied by the event would be voided.

ELECTRONIC SUBMISSION

Many of the documents required in this Procedures Manual are to be submitted in both electronic and printed formats. Electronic versions are to be emailed to: ttamez@donnaisd.net

DISTRICT PARENT INVOLVEMENT COMMITTEE

A District Parent Involvement Committee will make amendments to the District Parent Involvement Policy, and will conduct a yearly review of the Parent Involvement programs at each campus.

The committee is composed of administrators, staff and parents from Title I campuses. Membership on the committee is by invitation. The committee will meet during the fall and spring semesters.

TITLE I INFORMATION FORM

The Parental Involvement office will supply each campus with copies of the Title I Information form. This form is to be sent home with each student by the due date.

PARENTAL INVOLVEMENT ACTIVITIES

ANNUAL TITLE I MEETING

Each school served under Title I, Part A must convene an annual meeting, *at a time convenient for parents* to inform them (1) of their school's participation in Title I, Part A programs, (2) of the Title I, Part A requirements, and (3) of the parents' right to be involved in those programs.

MEETING CONTENT

The annual Title I meeting will include the following information on the school's participation in the Title I school-wide program:

- An explanation of the Title 1 Part A program;
- a description and explanation of the school's curriculum (this could be a discussion along with a hand- out or web-site address of the TEKS);
- the school parental involvement policy;
- the school-parent compact;
- Parent-Teacher conferences (required at elementary);
- the types of academic assessments used to measure student progress;
- the proficiency levels students are expected to meet by the end of the year;
- the annual evaluation of the parental involvement policy;
- how parents can participate in decisions relating to the education of their children.

DOCUMENTATION

- Agenda: the formal agenda for the meeting, detailing what is PLANNED to be discussed;
- Minutes: this is a moderately detailed summary of what was ACTUALLY discussed in the meeting;
- Attendance Forms: dated with the printed name and signature of each person in attendance;
- Handouts: handouts distributed or used during the meeting; including PowerPoint presentation;
- Notices: copies of the notices used to inform parents of the meeting.
- Pictures: *Optional*

SUBMITTING DOCUMENTATION

Submit all of your documentation in the ICR binder under Section 2 "Title I Meeting". Binder must be submitted to the Parental Involvement Department at the end of the school year.

PARENTAL INVOLVEMENT STAFF TRAINING

Each Title I campus shall educate teachers, pupil services personnel, principals 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.

PRESENTATION

The Parental Involvement Department has a standard PowerPoint presentation for this training. It is located on the Donna ISD Website, in the Parent Involvement page, entitled Parental Involvement

Training.

You may add more info to this training, but you must use all of the information provided by the district PowerPoint. Be sure to personalize it by adding your school name, and pictures, whenever possible.

SCHEDULING

The training must be held by the due date (see the Title I calendar).

DOCUMENTATION

- Agenda: the formal agenda for the meeting, detailing what is PLANNED to be discussed;
- Minutes: this is a moderately detailed summary of what was ACTUALLY discussed in the meeting;
- Attendance Forms: dated with the printed name and signature of each person in attendance;
- Handouts: handouts distributed or used during the meeting; including PowerPoint presentation;
- Notices: copies of the notices used to inform parents of the meeting.
- Pictures: *Optional*

SUBMITTING DOCUMENTATION

Submit all of your documentation in the ICR binder under Section 4 “Title I, Part A Campus Staff Training” Binder must be submitted to the Parental Involvement Department at the end of the school year

SCHOOL-PARENT COMPACT

The School-Parent compact is a written agreement between teachers and parents that explains what families and schools can do to help children reach high academic standards of excellence. In a compact, families and school staff agree on how to work together. The compact serves as a reminder of all stakeholders' responsibility to take action at school and at home so that children can attain the state's academic achievement standards. *Section 1116(d)*.

EXPECTATIONS

- Each Title I campus shall jointly develop, with parents, a School-Parent Compact that reflects the needs that are unique to each school;
- The School-Parent Compact must outline how (a) parents, (b) the entire school staff, and (c) students will share the responsibility for improved academic achievement;
- Each compact must outline the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards;
- At the elementary campus, the School-Parent compact must be discussed, as it relates to the individual child's achievement, at a parent-teacher conference in the Fall semester.

REQUIREMENTS

The School-Parent Compact must:

- describe the school's responsibilities to provide high quality curriculum and instruction in a supportive, effective environment;
- meeting the State's challenging academic standards;
- include ways parents can support their child's learning. Some examples of this are: school attendance, making sure homework gets done, volunteering in their children's classroom, and

participating in decisions about the education of their children and positive use of after- school time;

- address the importance of on-going communication including:
 - o annual parent-teacher conferences in elementary schools;
 - o frequent reports to parents on their child's progress;
 - o reasonable access to school staff, including opportunities to volunteer and participate in their child's classes, and observe their child's classroom activities;
- be written and communicated in an understandable and uniform format and, to the extent practicable, in a language the parents can understand;
- be evaluated annually for effectiveness in improving the academic quality of the school and to meet the changing needs of parents and the school. **The review process must include parents, teachers, and other school staff.**

RESOURCES

ESC Region 16 publishes a booklet entitled Developing a School-Parent Compact that provides guidance for documenting required program implementation activities according to the Texas Education Agency Division of NCLB Program Coordination standards. A link of this booklet is found in the Donna ISD Website in the Parental Involvement Page.

SCHEDULING

At the elementary campus, each teacher must discuss the School-Parent Compact with parents during the parent-teacher conference in October. At the middle school campus, School-Parent Compacts should be distributed in the summer registration packets and discussed at a Parental Involvement meeting.

The process to review, revise and amend the School-Parent Compact should occur no later than April-May. The school must involve parents in the review of the School-Parent Compact.

DOCUMENTATION

- **Agenda**: the formal agenda for the meeting, detailing what is PLANNED to be discussed;
- **Minutes**: this is a moderately detailed summary of what was ACTUALLY discussed in the meeting;
- **Attendance Forms**: dated with the printed name and signature of each person in attendance;
- **Handouts**: handouts distributed or used during the meeting; including PowerPoint presentation;
- **Notices**: copies of the notices used to inform parents of the meeting.
- **Pictures**: *Optional*
- Printed and electronic copy, in English and Spanish, signed by the administrator(s).

The same committee that works on the School-Parent Compacts can also work on the Campus Parent Involvement Policy.

SUBMITTING DOCUMENTATION

Place all documentation from the School-Parent Compact committee in the ICR binder under Section 3 "School-Parent Compact". Binder must be submitted to the Parental Involvement Department at the end of the school year.

CAMPUS PARENT INVOLVEMENT POLICY

According to Public Law 107-110, Section 1118, schools receiving Title I, Part A funds are REQUIRED to develop jointly with, agree upon, and distribute to parents of participating children a written parental involvement policy. The policy is a statement that describes the PFE program for the school year. The emphasis should be upon the unique roles of home and school and how this partnership enhances student success.

REQUIREMENTS

This policy must specify that the school will:

- convene an *annual meeting* to explain the Title I program to parents and inform them of their right to be involved in the program;
- offer a flexible number of meetings, and may use Title I funds to pay for *related expenses*, such as child care;
- involve parents, "in an organized, ongoing and timely way," in *planning, review and improvement* of Title I programs; will jointly develop the Campus Improvement Plan with parents;
- provide *timely* information about the campus Title I programs to parents, describe the curricula, the student assessments and proficiency levels students are expected to meet, provide opportunities for *regular meetings* where parents can provide input, and respond promptly to parent suggestions;
- develop a process to review the effectiveness of the Parent Involvement Policy;
- provide parents with an opportunity to submit dissenting views to the school district if the campus school wide program is not acceptable to them;
- the school-parent compact which addresses the importance of communication between school and home;
- share development of the School-Parent Compact among school staff and parents;
- Assist schools and parents to build capacity;
- Coordination of parent and family engagement strategies;
- Involve parents in the activities of the school, which may include establishing a parent advisory board.

The CAMPUS Parental Involvement Policy MUST use directives from the DISTRICT Parental Involvement Policy.

The policy should have a **Statement of Purpose. SCHEDULING**

The process to review, revise and amend the Parent-Involvement Policy should occur no later than April-May.

RESOURCES

ESC Region 16 publishes a booklet entitled Developing a Written Parental Involvement Policy that provides guidance and a checklist for documenting required program implementation activities according to the Texas Education Agency Division of NCLB Program Coordination standards. A copy of this booklet is in the Donna ISD Website in the Parental Involvement Page.

DOCUMENTATION

Fall Semester

- a copy of the policy must be sent home with every child by the due date;
- a copy of the written policy must be available on the campus website by the due date;

- the principal must confirm that the Title I Information form and the written campus Parent Involvement policy was sent home with the student, and that the campus Parent Involvement policy was posted on the campus web site. Principal attestation form must be included in the ICR binder under Section 11 "Parent Involvement Policy".

Spring Semester Committee meetings

- Agenda: the formal agenda for the meeting, detailing what is PLANNED to be discussed;
- Minutes: this is a moderately detailed summary of what was ACTUALLY discussed in the meeting;
- Attendance Forms: dated with the printed name and signature of each person in attendance;
- Handouts: handouts distributed or used during the meeting; including PowerPoint presentation;
- Notices: copies of the notices used to inform parents of the meeting.
- Pictures: *Optional*
- Printed and electronic copy of the campus Parent Involvement Policy.

The same committee that works on the Campus Parent Involvement Policy can also work on the School-Parent Compacts.

SUBMITTING DOCUMENTATION

Principal Confirmation for Parent Involvement Policy must be completed by the due date (see Title I calendar).

Submit all documentation from the Parent Involvement Policy committee in the ICR binder under Section 11 "Parent Involvement Policy". Binder must be submitted to the Parental Involvement Department at the end of the school year.

FOOD

- Mainly for use in Parent Involvement training
- Instructional and Extended Day/Week use allowed, but limited
- Limited to snacks and drinks, not meals
- One purchase order per need/event

GUIDELINES

Food purchased with Title I funds are the most common target of federal and state audits. Food purchased with Title I funds must be:

- reasonable in cost,
- necessary to accomplish program objectives, and
- an integral part of the instructional program.

Food is purchased using a Purchase Order. When entering requisitions be sure to have required documentation needed by the Federal and SCE Programs Department and in compliance with EDGAR.

The one activity where a food purchase is allowed:

- Food for Parental Involvement (Title I Only)
For Parent Involvement, snacks (not meals) are allowed to "encourage" parent attendance at an event. If ANY other strategy is used to encourage parent attendance at the event, then food may NOT be purchased for that event. For example, if the Parent Involvement event is held in

conjunction with a student performance, or with a reward system for students/parents to increase attendance.... then Title I funds cannot be used to purchase snacks for that event.

Snacks may be purchased for parent Skills Training sessions that will involve both parents and students. If the campus is paying for childcare during a Parent Involvement event, then nutritional snacks for those children may also be paid for with Title I funds.

Allowable for Parent Involvement: food purchases for Parent Involvement events include refreshments/snacks, such as cookies, chips, cheese & fruit trays, coffee, tea and water (food for Parent Involvement does not have to follow the FMNV guidelines).

Non-allowable for Parent Involvement: food purchases may not include:

- Meals (such as pizza, hot dogs), deli meat trays, sandwiches of any size, and breakfast items (such as muffins, donuts, breakfast tacos, kolaches, etc.)
- Refreshments or meals at an awards banquet or function
- Any food costs associated with an event which a "guest speaker" or other individual conducts a presentation

OTHER LIMITATIONS

- Food (and other items) may not be purchased to improve the "atmosphere", "environment", or "ambiance" of the event.
- Title I funds may not be used to purchase food for staff.
- Food purchased with Title I funds may not be served during breakfast time (prior to 10:00 AM) regardless of the activity (not even for Parent Involvement).
- If the majority of people at the meeting/event are campus employees, Title I funds cannot pay for food.

DOCUMENTATION

All documentation required as part of the requisition process will be needed and must be scanned to TEAMS, along with original receipts to run payment to the vendor.

Requisition must state the date and name of the event for items purchased to be used. When purchasing for extended day/week, state the days and/or week food will be used for.

UNALLOWABLE COSTS

Any purchase which does not follow the guidelines in this section will be denied. If it is later determined that the food purchase did not follow guidelines, or if the event did not qualify for a food purchase The Federal and SCE Programs Department will deny requisitions on TEAMS and will then recommend other funding sources for purchase of items.

ACCOUNT CODE FOR PARENT INVOLVEMENT FOOD

Food for Parent Involvement training:

211.61.6499.00.XXX.24.0.00

CLOTHING APPLICATION

Every campus is to budget under the Title I funds to issue out clothing vouchers for students in need

based on the criteria set forth by the department. Application is to be filled out by the campus counselor and approved by the Federal and SCE Programs Department.

The following is basic criteria for qualifications:

- Information provided is proof of need
- Must be currently enrolled students of Donna ISD
- Cannot have been assisted the previous year
- Campus must have funds in place.

PURCHASING PROCEDURES

Our district’s objective is to purchase the best goods and services at the lowest practical prices while adhering to local, state, and federal regulations. Please follow the guidelines listed below to ensure compliance with these regulations:

According to our District policy, all purchases using local, state, or federal funds must be approved by designated personnel prior to any purchases and before services are rendered. A District employee who purchases any goods or services in the name of the District without following purchasing procedures may be held personally responsible for payment of the goods or services.

The account manager is responsible for verifying the accuracy and completeness of the information on the purchase requisition and ensuring that the request is in compliance with the District’s purchasing policies and procedures. By signing the requisition, the account manager is also certifying that the expenditure is necessary to the instructional program and/or the operation of the District. The Purchasing Department will review the purchase requisition and verify that the account coding and the purchase comply with the District’s Purchasing guidelines before providing final approval.

COMPETITIVE PROCUREMENT REQUIREMENTS

Competitive bidding is a formal process consisting of procedures that may also be referred to as competitive sealed bidding. According to the American Bar Association Model Procurement Code, “Competitive bidding...is the preferred method of procurement.”

The purpose and intent of competitive bidding is to help public schools secure the best work and materials at the lowest practical prices by stimulating competition. If a district advertises purchasing needs relating to large expenditures, or in large quantities, this method will probably result in lower costs either per unit item or in the aggregate.

****All Quotes must be from a DISD awarded vendor or from a Purchasing Co-op****

Purchases	Requirements (Do Not split the purchase to get under the required quotes)
<\$500	One (1) quote is required, but comparison of pricing is suggested.

>\$501 <\$3,500	One (1) quote from a DISD awarded vendor or from a purchasing co-op; or *three (3) quotes from DISD approved vendors. Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
>3,501 <\$10,000	Two (2) quotes from a DISD awarded vendor or from a purchasing co-op; or *three (3) quotes from DISD approved vendors. Vendor quotes must be in writing (i.e. Vendor Quotation form; Vendor email; Internet Quote, etc.).
>\$10,000 <\$50,000	Three (3) written quotes on letterhead from awarded vendors or from a purchasing co-op or must go out for bids.
\$50,000 or greater	Any single, budgeted purchase of goods or services that costs \$50,000 or more, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.
>\$250,001 per purchase	Federal Funds: Price Analysis per TEC 44.031(b)
<p>NOTE: For all purchases with federal grant funds, the district shall comply with the federal regulations, EDGAR related to the purchasing of goods and services. [2 CFR 200.317-200.326] effective July 1, 2017.</p> <p>* Micro-Purchases up to \$10,000.00 * Small Purchases/Informal Method \$10,000.01 - \$49,999.99 * Formal Procurement Method \$50,000 and over (Formal Procurement Process (Texas Education code 44.031)) * Formal Procurement Method over \$250,000.00 (Formal Procurement Process (EDGAR))</p> <p>* Submit justification as to why you are requesting to purchase from an approved vendor vs an awarded vendor</p>	

Table 2 DISD 2022 - 2023 Purchasing Manual

REQUISITION/PURCHASE ORDER PROCESS TYPES OF REQUISITIONS:

Traditional Purchase Requisitions

Purchases of goods and services for items not available in the Warehouse require this type of a purchase requisition. District must comply with purchasing procedures when making these purchases. Purchases must be made from approved vendors only and quotes must be provided when needed.

PAYMENT REQUISITION

Payment for services where an invoice has been received and a purchase order has not been previously generated. Examples include:

- Utilities
- Phones
- Maintenance service contracts (non-recurring expenses)
- Official fees for the Athletic Department

General supplies, fixed assets or professional services must comply with the school District's purchasing requirements and be approved prior to the purchase of goods and the services rendered.

OPEN “BLANKET” PURCHASE ORDERS – WHEN APPROVED

- A Blanket Purchase Order (BPO) is allowable only with prior approval from the Assistant Superintendent of Business & Finance or the Purchasing Agent.
- A request for a BPO must be at the purchasing department for review and approval one week before the requested covered time-frame period. For example, if you are requesting a BPO for the month of May, the request must be received on or before April 24th or the BPO will be rejected.
- Specific examples for the request of a BPO include:
 - Equipment: preventative maintenance (monthly payments)
 - Mats and Mops pick-up (department/school specific contract)
 - Bottled water service (same quantity each month)
 - Facilities: construction projects e) Rent, utilities
 - The required attachments and information submitted for requisitions are also required for a BPO, with the exception of quotes. In addition, if the service was board approved, the Memorandum of Understanding, agreement, to include the Board approved form must also be attached.

Blanket orders for merchandise will not be allowed unless authorized by the Purchasing Agent. These purchase orders should be limited in use and care should be strictly exercised by account managers. Blanket purchase orders cannot exceed \$500, unless prior approval is granted by the Assistant Superintendent of Business & Finance or the Purchasing Agent. All “blanket” purchase orders should include the following information or will otherwise be returned for corrections:

- Approved vendors
- Provide description of items being purchased.
- Use of the items – meeting (ex. Parent conference, staff development)
- A meeting agenda must be included
- Specify a time frame for purchases (not to exceed one month).
- One open PO at the beginning of the fiscal year will be required for recurring expenses. Example, copiers, drinking water, maintenance agreements, etc.
- Open PO’s for instructional purchases, should be limited. Please request a list of purchases from teachers and submit a traditional purchase requisition.

Note: “Blanket” PO’s will be authorized for one month only unless prior approval is granted by the Assistant Superintendent of Business & Finance or the Purchasing Agent.

PROCESSING REQUISITIONS

Quotes should be gathered to comply with purchasing procedures before creating a requisition.

Requisitions should include:

- Quantity
- Unit of measure- for example, box, each, pkg, etc.
- Unit price
- Total cost per item by extending the prices. Example, 5 boxes @ \$10 = \$50
- Account number
- A detailed description of item: The description must be more than the catalog number or abbreviated name given by the vendor. The description must be detailed enough to be understood by the purchasing agent and auditors. If referencing a state contract, please state exact contract # and any other brief description of contract award on requisition.

- An approved vendor should be selected and their addresses verified. If the vendor is not set up in the system, a new vendor request application must be submitted to the Purchasing department.
- If the campus/department is purchasing technology related equipment or software, approval must be obtained from the Technology Department by completing a technology hardware/software request form prior to submitting a requisition to the Purchasing Department.
- Software Purchases: Site licenses and single use software that has a per-unit cost of less than \$5,000 (applicable to software purchased on a CD or as a download from the internet) or web based software for a total cost of less than \$5,000 (applicable to software accessed through a single website – subscription/license) should be classified under 6395. Purchases over \$5,000 must be capitalized.
- If bid item (s) are purchased, the bid number must be specified on the requisition. A copy of the tabulation page(s) that correspond to those item(s) must be included with the requisition.
- On board approved items (i.e. consultants, out of state travel, etc.), a copy of the agenda item must be attached and board approval date must be provided on requisition.

Note: The purchase requisition is not a purchase order. Do not contact the vendor to place your order based on the requisition number. If you place your order, prior to the purchase order being assigned you may be held personally responsible for the payment of the merchandise, not the District.

Important: Purchasing alcoholic beverages or tobacco with local, state, or federal funds is not allowable under any circumstances.

CANCELLATION OF A PURCHASE ORDER

In the event it is necessary to cancel a Purchase Order, the school or department must advise the Accounts Payable Department. The Accounts Payable Department will close the purchase order and liquidate the funds encumbered. The school or department placing the order must also notify the vendor of the cancellation of the purchase order.

Items obtained as federal surplus shall be managed according to federal regulations. CI (LOCAL)

INVOICE DATES

Invoices shall not reflect a billing date earlier than the date printed on the purchase order.

- All invoices should reflect purchase order dates that are on or after Purchasing Departments' final approval print date.
- An instance where an invoice has been received but a purchase order has not been previously processed, would be for the processing of a payment authorization. In this case, invoice dates will be earlier than that of Purchasing Services' final approval print date. Campuses and departments can only use a payment authorization if the Purchasing Agent or the Assistant Superintendent of Business and Finance has granted them authority.

PREPAID PURCHASES

No pre-payment for equipment or services will be allowed. Payment to a vendor is made when goods have been received or services performed

TAX EXEMPT STATUS

The District is a political subdivision of the State of Texas and as such is exempt from state sales tax under Chapter 20, Title 122A, Revised Statutes of Texas. Items or services purchased for which tax exemption

status is claimed must be used within the performance of the District's business. It is a criminal offense to utilize this tax exempt status for any other purpose.

SURPLUS PROPERTY

The Superintendent or designee is authorized to declare District materials, equipment, and supplies to be unnecessary and shall dispose of unnecessary materials, equipment, and supplies for fair market value. If the unnecessary property has no value, the Superintendent or designee may dispose of such property according to administrative discretion.

REQUISITIONS REJECTED

Reason	Local, State, Federal Regulations	Recommendation
A traditional purchase requisition is attached to an invoice	Approval must be obtained prior to the purchase or service being rendered. District employees purchasing without prior approval may be held personally responsible for payment of the goods or services.	A written explanation on an After the Fact form and signed by principal/director as to why approval was not obtained prior to the purchase or service rendered must be submitted for auditing purposes.
Incomplete information	Provide detailed description of purchase on requisition	Describe purchase further: what, when, who. What is it? When will it be used? Who will use it?
Wrong account	Account is not being used in accordance with the Texas Education Agency - Resource Guide	Review TEA Resource Guide and correct expense object code or function as recommended.
Required quotes for amount of purchase not submitted	Written quotes from approved vendors must be submitted	Local purchasing procedure applies to the total amount on requisition.
Using an unapproved vendor	Vendor must be approved	Review approved vendors list on purchasing website

If the requisition is not approved, it will be returned to the campus/department requesting necessary changes. Updated requisitions must be resubmitted for approval. The purpose for the re-approval is to prevent any unauthorized changes to the requisition. A requisition may be rejected (not approved) by the Purchasing Department for several reasons. The information listed below represents the most common reasons requisitions are rejected.

NO PO PAYMENTS

The district will not pay for items secured without a school district Purchase order. Ensure that all campus staff are aware that they are not to purchase items for the school and expect to be reimbursed. To purchase items needed for the school, they need to secure a Purchase Order ahead of time.

COMPARABILITY

Comparability of services is a fiscal accountability requirement that applies to local educational agencies (LEAs) that receive funds under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA), as reauthorized by the No Child Left Behind Act of 2001 (NCLB). The intent of the comparability of services requirement is to ensure that an LEA does not discriminate (either intentionally or unintentionally) against its Title I schools when distributing resources funded from state and local sources

simply because these schools receive federal funds. [TEA Title I, Part Comparability of Services Guidance Handbook, 2013]

The Superintendent shall conduct the comparability test on an annual basis and complete the Title I Part A Comparability Assurance Document (CAD), as appropriate. NOTE: The district is currently exempt from the comparability requirements due to the single campus grade spans. If the district is not exempt, the Superintendent shall complete and submit the Comparability Computation Form (CCF) to TEA by the mid-November annual deadline.

In completing the CAD and CCF, the Superintendent shall follow the process outlined below:

- Determine if the district is exempt from the comparability requirement. If so, complete and submit CAD and stop here.
- If not exempt, the comparability testing process should continue as noted below:
 - List all campuses in the CCF comparability testing
 - Identify all campuses on the CCF as Title I Part A, skipped, or non-Title I Part A
 - Determine whether to include dedicated EE and/or PK campuses in the comparability testing
 - Select test method 1, 2, or 3 and use it consistently to all campuses being tested
 - Complete the CAD for review by the grant management department. After review and approval by the grants management department, the CAD and CCF should be forwarded to the Superintendent for signature.
 - Submit the CAD and CCF to TEA by the mid-November deadline