

## Title I Stakeholders

*In order to comply with requirements under Title I, Part A, Section 1111(a)(1)(A), as well as with the Texas Education Code (TEC) §11.251, this plan must be developed and revised with meaningful consultation and input from the following stakeholders:*

- Teachers
- Principals
- Other school leaders
- Paraprofessionals
- Specialized instructional support personnel
- Charter school leaders (in an LEA that has charter schools)
- Administrators (including administrators of programs in other parts of Title I)
- Other appropriate school personnel
- Parents of children in schools served under Title I, Part A\*
- Members of the community\*

**see back for school-wide requirements**

Continued...

## Title II Stakeholders

*The LEA is required to meaningfully consult with the following 9 groups of stakeholders as they plan for, implement, and evaluate their Title II, Part A program.*

- Teachers
- Principals
- Other school leaders\*
- Paraprofessionals (including organizations representing such individuals)
- Specialized instructional support personnel \*\*
- Charter school leaders (in an independent school district that has in-district charter schools)
- Parents
- Community partners
- Other organizations or partners with relevant and demonstrated expertise in programs and activities designed to meet the purpose of Title II, Part A

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## Title IV Stakeholders

*must include but are not limited to:*

- Parents
- Teachers
- Principals
- Students
- School leaders
- Charter school teachers, principals, and other school leaders, when applicable
- Specialized instructional support personnel
- Local government representatives
- Others with relevant and demonstrated expertise
- Community-based organizations
- Indian tribes or tribal organizations, when applicable

*From Title IV, Part A Program Guide*

## **Title I continued**

### **\*\*\*On a school-wide campus also include:**

Tribes, tribal organizations if present

Technical assistance providers,

School staff

Students (on a secondary campus)

Other individuals determined by the school

\*Please note that TEC §11.251 specifies that a parent who is an employee of the school district is not considered a parent representative on the district improvement plan committee. Likewise, a parent is not considered a representative of community members on the committee.

\*\*TEC §11.251 also requires that at least two-thirds of the elected professional staff representatives on the district site-based decision-making committee be classroom teachers

*From Title I, Part A Program Guide*

## **Title II continued**

\* The term “school leader” means a principal, assistant principal, or other individual who is: 1. An employee or officer of an elementary school or secondary school, local educational agency, or other entity operating an elementary school or secondary school; AND 2. Responsible for the daily instructional leadership and managerial operations in the elementary school or secondary school building. For example, LEA central office staff meet the first part of the definition but may not meet the second part. As a result, they do not meet the definition of a ‘school leader’.

\*\* The term “specialized instructional support personnel” refers to the following school employees: school counselors, school language pathologists, school librarians, school nurses, school psychologists, school social workers and other qualified professional personnel involved in providing assessment, diagnosis, counseling, educational, therapeutic, and other necessary services (including related services) as part of a comprehensive program to meet student needs.

*From Title II, Part A Program Guide*