



# TITLE I COMPLIANCE PACKET

2019-2020

Principal Confirmation

**Documents due- September 30, 2019**

- ☐ Attachment #1. Principal Attestation Form: *Qualifications for Teachers and Paraprofessionals.* *(Sign and attach the form.)*
- ☐ Attachment #2. Parents were involved in the development of the PARENT/FAMILY ENGAGEMENT POLICY and the policy has been distributed to all parents/families. *(Attach copy of Parent/Family Involvement Policy on your campus stationary.)*
- ☐ Attachment #3. Signatures on PARENT/FAMILY/SCHOOL COMPACTS for all students have been secured or documentation of good faith attempts to obtain missing family signatures is available at the campus. *(Attach copy of Parent/Family School Compact.)*
- ☐ Attachment #4. An ANNUAL PARENT/FAMILY MEETING has been held informing parents of the school's participation status as TITLE I, PART A, explaining Title I, Part A requirements, initiatives, and informing them of their right to be involved. *(Documentation MUST include agenda, sign in sheets, meeting notice, meeting minutes, etc. must be attached. A SEPARATE MEETING MUST BE HELD; OPEN HOUSE OR BACK-TO-SCHOOL NIGHT ARE NOT ACCEPTABLE.)*
- ☐ Attachment #5. Communications are sent home in a LANGUAGE that a parent understands. *(Sample communications in languages other than English must be attached.)*
- ☐ Attachment #6. Parents have been notified in writing of their Right to Know Teacher Qualifications. *(Documentation of notice on school letterhead is attached.)*
- ☐ Attachment #7. Parents collaborated and coordinated with staff to design staff development related to the *Value and Contributions of Parents* for staff. *(Documentation: agendas, sign in sheets, minutes or records of meetings must be attached.)*
- ☐ Attachment #8. *Time and Effort Webinars & Reports - Administrators Notify eligible employees and verify attendance of webinar/face to face training and submission of Time & Effort Reports to SAFA no later than the 5<sup>th</sup> of the month.)*
- ☐ Attachment #9. *Homeless Documentation (Complete and submit sheet attached.)*
- ☐ Attachment #10. CIP Developer Page. Signature page of CIP Developers is attached

By signing this form, I am confirming that the following Title I Compliance Requirements have been met, as verified by the attached documentation Upload ALL documents to your folder in the Google Drive.

\_\_\_\_\_  
Campus Name

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

**Submit to your Title I Coordinator in State, Federal & Private Accountability no later than October 1, 2019.**



# AUSTIN INDEPENDENT SCHOOL DISTRICT

## Title I Principal Attestation

### Compliance with P.L. 107-110, Section 1119(i)

### Qualifications for Teachers and Paraprofessionals

Name of Campus: \_\_\_\_\_ Org # \_\_\_\_\_

Name of District: Austin ISD

As required by P.L. 107-110, Section 1119(i) of Title I, Part A, I the undersigned campus principal attest to the following for school year 2019-2020. Mark N/A if not applicable.

YES NO

____	____	1. Paraprofessionals with instructional duties and working in a program supported with Title I, Part A funds are assigned to (1) provide one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assist with classroom management, such as organizing instructional and other materials; (3) provide assistance in a computer laboratory; (4) conduct parental involvement activities; (5) provide support in a library or media center; (6) act as a translator; or (7) provide instructional services to students in accordance with statute.
____	____	2. Paraprofessionals who assume limited duties beyond classroom instruction or duties that do not benefit participating children are the same type of duties as assigned to other paraprofessionals who are not working in a program supported with Title I, Part A funds, and the amount of time spent on such duties is the same proportion of total work time as prevails with respect to similar personnel at the same school.
____	____	3. Paraprofessionals in Title I, Part A programs providing instructional services to students are working under the direct supervision of a teacher where (1) the teacher plans the instructional activities; (2) the teacher evaluates the achievement of the student, and (3) the paraprofessional works in close and frequent physical proximity to the teacher.
____	____	4. A list of <b><i>Homeless and Foster care Students and Services</i></b> is maintained and updated quarterly.  ALL Title I School campuses are now required to post information on their website regarding local services and program that assist homeless students.  (Contact Project HELP for assistance – 512-414-3690.)
____	____	5. You have verified that all newly , split funded or fully funded employees who perform more than one function attended a Webinar session by or before the end of November and regularly submit (monthly) <b>Time and Effort Reports</b> to the State & Federal Office.
____	____	6. Certification memos are completed bi-annually by the principal of employees who worked solely on the objectives as specified by the federal grant. You will receive one in December 2019 and the final one in June, 2020.
____	____	7. Copies of this Attestation are available at the campus in one location and State & Federal Accountability District Office and will be made available to the general public upon request. <u>The campus maintains the files for five years.</u>



Attestation Form Page 2

Printed Name of Campus \_\_\_\_\_

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Typed/Printed Name of Campus Principal

SAFA Initials & Date  
\_\_\_\_\_  
\_\_\_\_\_

➡ ***Submit to your campus Google Drive folder and email to your Title I Coordinator in State and Federal Accountability, no later than October 1, 2019***





## **Wi-Fi School**

### **Family/Parent Engagement Policy**

The faculty, family/parents, staff, and community members of the Wi-Fi School shall develop and agree upon a written policy for parental involvement during the development and review of the campus improvement plan.

- I. The Family/Parental Engagement Policy will be distributed during the first six weeks of the school year.
- II. It will be the responsibility of school staff to establish a two-way communication process with parents and families regarding their child(ren's) academic progress. This should include, but not be limited to: progress reports, report cards, telephone calls, notes, newsletters, etc.
- III. The school will make every effort to communicate with family/parents in a language that they understand. Communication may include, but not be limited to homework, folders, telephone trees, electronic mail, texts, newsletters, meetings, etc.
- IV. Wi-Fi School will hold an annual Title I meeting for parents and community during the first six weeks to share and discuss the Title I program. Included in the conversation will be information regarding the school's curriculum and types of academic assessments used to measure student progress/proficiency levels that students are expected to meet.
- V. Monthly meetings will be held the first Thursday of every month at 8:00 AM, 12:00 Noon and 5:30 PM.
- VI. Parents will be given the opportunity to provide input and make recommendations regarding the Campus Improvement Plan, the Title I program, Family/Parent Compact and the Family/Parent Engagement Policy through the Parent Advisory Council, the CAC or any other scheduled parent meetings.
- VII. In order to meet the changing needs of our school, the Family/Parent Engagement Policy will be reviewed/updated during the annual Campus Improvement Plan revision process.



**MUESTRA**

## Wi-Fi School

### Norma sobre la participación de los padres

El personal docente, los padres, el personal y los miembros de la comunidad de la escuela *Nopal* deben elaborar y estar de acuerdo con una norma escrita sobre la participación de los padres durante el desarrollo y repaso del plan de mejoramiento del plantel.

- I. La Norma de participación de los padres será distribuida durante las primeras seis semanas del año escolar.
- II. El personal de la escuela tendrá la responsabilidad de establecer un proceso de comunicación mutua con los padres y las familias sobre el progreso académico de sus hijos. Esto debe incluir, pero sin limitarse a lo siguiente: informes de progreso, tarjetas de informe, llamadas telefónicas, notas, boletines informativos, etc.
- III. La escuela hará lo posible por comunicarse con los padres en un idioma que es entendible para ambos grupos. La comunicación con los padres puede incluir, pero sin limitarse a lo siguiente: tareas, árboles telefónicos (un padre llama a otro, y así sucesivamente), correo electrónico, boletines informativos, juntas, etc.
- IV. La escuela *Wi-Fi* llevará a cabo una junta anual durante las primeras seis semanas para discutir los programas de escuela de Título I.
- V. Las juntas mensuales serán el primer jueves de cada mes a las 8:00 a.m., 12:00 p.m y 5:30 p.m.
- VI. Los padres tendrán la oportunidad de dar su opinión y sus recomendaciones sobre el Plan de mejoramiento del plantel, el programa de Título I y las normas de participación activa de los padres, a través del Consejo de asesoría del plantel, el representante del CAC, o en las juntas para padres.
- VII. Durante las primeras seis semanas de clase los padres recibirán información sobre la currícula (el plan escolar) de la escuela y sobre las evaluaciones académicas usadas para medir el nivel de progreso/conocimiento que se espera debe cumplir el estudiante.
- VIII. Para poder cumplir con las necesidades cambiantes de nuestra escuela, el Plan de padres sobre la norma de mejoramiento será revisado/ actualizado durante el proceso de revisión anual del Plan de mejoramiento del plantel.





## Austin I.S.D. Wi-Fi School Compact

Research shows that when parents are involved in schools, students achieve more, attendance is better, grades and test scores are higher and graduation rates increase. Students are also more likely to reach their highest potential for intellectual, social, emotional and physical growth. Family involvement in education is critical for the success of students. To accomplish this, parents, teachers, and students need to work together. We ask that you agree to do this by signing and returning this agreement.

### Parent Agreement

As a parent(s), I will help my child meet his/her responsibilities. I will be responsible for:

- ✓ Sending my child to school on time each and everyday
- ✓ Sending my child to school prepared and ready to learn
- ✓ Reading to and with my child
- ✓ Establishing a time for homework and reviewing it regularly
- ✓ Participating, as appropriate, in decisions related to my child's education and the positive use of extracurricular time
- ✓ Supporting the school in its effort to maintain proper discipline
- ✓ Supporting the classroom teacher by volunteering if work schedule permits

Date \_\_\_\_\_

Parent Signature \_\_\_\_\_

### Student Agreement

As a student, I understand that I need my education in order to become a productive citizen. I will be responsible for:

- ✓ Attending school everyday and being on time
- ✓ Completing and returning homework assignments in a timely manner
- ✓ Following the school rules and being responsible for my behavior
- ✓ Reading everyday

Date \_\_\_\_\_

Student Signature \_\_\_\_\_

### Teacher Agreement

As a teacher, I want all of my students to succeed academically. I will be responsible for:

- ✓ Providing instruction in a way that will motivate and encourage my students
- ✓ Providing homework assignments for students
- ✓ Providing a positive and safe atmosphere for learning
- ✓ Keeping students and parents informed of student progress on a regular basis
- ✓ Communicating with parents via parent conferences as needed
- ✓ Being available for parents to contact me when not teaching classes

Date \_\_\_\_\_

Teacher Signature \_\_\_\_\_



**MUESTRA**

**Attachment #3A**

## **Austin ISD**

### **Wi-Fi para una mejor escuela**

Las investigaciones muestran que cuando los padres participan en la educación de sus hijos, los estudiantes avanzan académicamente más, su asistencia es mejor, los resultados de los exámenes mejoran, la tasa de graduación aumenta y es más probable que alcancen su máximo potencial de crecimiento intelectual, social y físico. La participación familiar en la educación es crítica para el éxito de los estudiantes; para lograrlo, los padres, maestros y estudiantes necesitan colaborar juntos. Les pedimos que firmen y devuelvan este contrato si están de acuerdo con lo anterior.

#### **Acuerdo de los padres**

Como padre, ayudaré a mi hijo a cumplir con sus responsabilidades. Seré responsable de:

- ✓ enviar a mi hijo(a) a la escuela a tiempo todos los días
- ✓ enviar a mi hijo(a) a la escuela preparado y listo para aprender
- ✓ leerle a mi hijo(a) y leer con él/ ella
- ✓ establecer un horario para la tarea y revisarla regularmente
- ✓ participar en forma apropiada en las ositive relacionadas con la educación de mi hijo(a) y con el uso ositive de tiempo extracurricular
- ✓ apoyar a la escuela en sus esfuerzos por mantener la disciplina debida
- ✓ apoyar al maestro(a) titular del osit, ofreciendo servicios ositivees si lo permite el horario de mi trabajo

Fecha: \_\_\_\_\_

Firma del padre/madre: \_\_\_\_\_

#### **Acuerdo del estudiante**

Como estudiante, entiendo que necesito mi educación para ser un ciudadano productivo. Seré responsable de:

- ✓ asistir a la escuela todos los días y llegar a tiempo
- ✓ hacer y devolver mi tarea puntualmente
- ✓ seguir las reglas de la escuela y ser l de mi comportamiento
- ✓ leer todos los días

Fecha: \_\_\_\_\_

Firma del estudiante: \_\_\_\_\_

#### **Contrato del maestro(a)**

Como maestro(a), quiero que todos mis estudiantes tengan éxito académico. Seré responsable de:

- ✓ ositive instrucción de modo que motive y anime a mis estudiantes
- ✓ asignar tarea a los estudiantes
- ✓ procurarles una atmósfera ositive y segura para el aprendizaje
- ✓ mantener a los estudiantes y a sus padres informados con regularidad del progreso de sus hijos
- ✓ comunicarme con los padres mediante conferencias según sea necesario
- ✓ estar disponible para que los padres hagan contacto conmigo cuando no esté dando clases

Fecha: \_\_\_\_\_

Firma del maestro(a): \_\_\_\_\_



# TITLE I COMPLIANCE

## ANNUAL FAMILY/PARENT MEETING

**Attachment #4. An ANNUAL FAMILY/PARENT MEETING has been held informing parents of the following:**

- I. School status as TITLE I, PART A, explaining Title I, Part A requirements
- II. Title I Allocation and Budget
- III. Parent Allocation and Plan
- IV. Family/Parent Engagement Policy
- V. Parent Compact
- VI. Academic progress/ratings for the campus
- VII. Initiatives unique to campus
- VIII. Parent's right to be involved.

### **DOCUMENTATION to be attached:**

- A. AGENDA (listing each of the above topics addressed)**
- B. SIGN IN SHEETS**
- C. MEETING NOTICE**
- D. MEETING MINUTES/NOTES.**

**A SEPARATE MEETING MUST BE HELD FROM OPEN HOUSE OR BACK-TO-SCHOOL NIGHT.**





## **COMMUNICATION**

Attachment # 5. Communications are sent home in a LANGUAGE that a parent understands.

***ATTACH A MINIMUM OF 2 SAMPLES, IN LANGUAGES OTHER THAN ENGLISH.***



# **AUSTIN INDEPENDENT SCHOOL DISTRICT**

Your School  
Your Address

Phone: #  
Fax: #



(Date)

As a parent of a student at (school name), you have the right to know the professional qualifications of the classroom teachers and teacher assistants who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers, and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teaching staff:

- Whether the State of Texas has licensed or qualified the teacher for the grades and subjects he or she teaches.
- Whether State of Texas has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances.
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of the degrees.
- Whether any teachers' aides or similar paraprofessionals provide services to your child, and if they do, their qualifications.

If you would like to receive any of this information, please call (Principal's name) at (telephone).

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(Date)

Como padre de un estudiante de la escuela (school name), usted tiene derecho de saber acerca de las credenciales profesionales de los maestros y asistentes de maestros que instruyen a su hijo(a). La ley federal le permite solicitar cierta información acerca de los maestros de su hijo(a), y requiere que nosotros le proporcionemos dicha información en un tiempo razonable, si usted la solicita. Específicamente, usted tiene derecho de solicitar la siguiente información acerca del personal docente en el salón de clases de su hijo(a):

- Si el estado de Texas ha otorgado una licencia o calificado a un maestro(a) para los grados y materias que imparte
- Si el estado de Texas ha decidido que el maestro(a) puede enseñar en un salón de clases sin haber obtenido una licencia o haber sido calificado según las regulaciones estatales debido a circunstancias especiales
- La especialidad universitaria del maestro(a); si el maestro(a) tiene estudios superiores, de ser así, la materia de los títulos
- Si asistentes de maestro(a) o paraprofesionales similares proporcionan servicios a su hijo(a), y de ser así, conocer sus credenciales profesionales

Si desea recibir alguna de esta información, por favor llame al director(a) (Principal's name) al (telephone).

# **TITLE I COMPLIANCE**

## **PARENT COLLABORATION**

Attachment # 7. Parents collaborated and coordinated with staff to **design** staff development for school staff related to the VALUE AND CONTRIBUTIONS OF PARENTS.

### **ATTACHED DOCUMENTATION INCLUDES:**

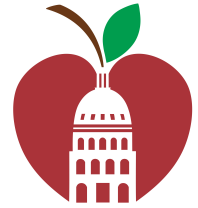
- I. MEETING NOTICE(S)**
- II. SIGN IN SHEET(S)**
- III. MEETING MINUTES/ NOTES WITH SUMMARY OF TOPICS**
- IV. FACULTY/STAFF MEETING AGENDA**



# AUSTIN INDEPENDENT SCHOOL DISTRICT

State and Federal Accountability  
1111 West 6<sup>th</sup> Street Austin, TX 78703-5300

Phone: 512/414-3280  
Fax: 512/414-1791



TO: Employee Addressed

FROM: Mary Thomas, Ed.D., Executive Director

DATE: 2019-2020 School Year

RE: Time & Effort Requirements

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Because your position is split-funded between federal funds and state/local funds, you are required to complete a monthly time and effort report reflecting the percentage of time spent meeting the intents/purposes of the funding programs. The report is required in order to comply with federal regulations. All such employees are to register in HCP and attend a Time and Effort Face-to-Face or Webinar class. A blank form showing funding percentages for your position will be included and reviewed during the class or webinar.

Annually, internal and external auditors review these reports in their audit process. An audit finding such as not maintaining time and effort reports can result in a negative report and corrective actions. Your role toward ensuring the district meets all requirements is essential and your cooperation is deeply appreciated.

These reports are due to your area Title I Consultant in the Department of State, Federal & Private Accountability by the 5<sup>th</sup> of each month (i.e., August 2019 reports are due September 5, 2019.) The 2019-2020 Time and Effort Webinar schedule will be sent directly to the supervisor on the Grant Staff Authorization Form. Review our website for updated information, instructions and dates.

**Be sure to:**

- Sign form
- Attain supervisor's approval by signature
- **Make a copy for your files**
- Send to **Welozette Duffin** via email by the **5<sup>th</sup>** of the next month.

If you need assistance, contact Timika Mitchell at **512-414-9963**.

## **TIME AND EFFORT REPORT TRAINING MEETINGS AND WEBINARS SCHEDULED 2019-2020**

All persons new to the position or newly paid in portion by federal funds must complete a Time and Effort Report or be certified by Semi- Annual Certification letters, signed by the principal or department.

1. Each person **must** attend **one** of the scheduled classes or webinars below.
2. Download all attached documents in preparation for the training.
3. Register in Human Capital Platform prior to the scheduled meeting or webinar.
4. Go to the following address on your computer the day and time of training:  
**[districtconnect.austinisd.org/safa](https://districtconnect.austinisd.org/safa)**  
→ Open link in **Explorer** to automatically join the session.

PowerPoint and the actual time & Effort Report documents will be made available for downloading at least 1 day prior to scheduled training.

For questions, contact the State, Federal, & Private Accountability Office @ 512-414-9963.



# Title I Compliance

## HOMELESS/FOSTER CARE STUDENTS

Attachment #9. *Homeless and Foster Student Documentation.*

*(See next page.)*

### Homeless

☐ ***Is a poster (for homeless students) displayed in visible area?***

Display posters (which notify the public of the educational rights for homeless students) where

☐ children and youth receive services under are required by this Act. Posters and other materials regarding homeless students are available from Project HELP @ 512-414-3690.

☐ ***Complete and maintain the Homeless Services Provided worksheet – and REGULARLY UPDATE***

TEC 33.906 (HB 1559) All schools that maintain a website must post information on their websites about local programs and services available to assist homeless students.

- This information may include charitable programs and services and organizations providing food, clothing, shelter, counseling, medical services, and other interventions for homeless students and families.
- Schools must compile and post the resources and information in a format and style that is easily understandable by students or parents.
- Additional information regarding local services and program that assist homeless students is available: <http://www.theotx.org/resource/texas-hb-1559/>

☐ ***Does your campus website list services available to assist homeless and foster care students?***

### Foster Care

☐ Have either the [DFPS Form 2085](#) (in any form); **OR a court order** naming a DFPS Temporary Managing Conservator (TMC) or a **Permanent Managing Conservator (PMC)** been completed for each identified student in foster care?

<https://www.austinisd.org/foster-care/resources-registrar>





