

Monitoring Requirements	Evidence of Compliance	Compliant
<p>1. The school is eligible for Title I service.</p>	<p><input type="checkbox"/> Current free and reduced lunch percentage</p> <p><input type="checkbox"/> Other: _____</p> <p>(Note: The above tasks for determining the schools eligible for Title I service are completed by the LEA.)</p>	<p><input type="checkbox"/></p>
<p>2. The targeted assistance project is designed to meet the educational needs of children identified as having the greatest need for special assistance.</p>	<p><input type="checkbox"/> Appropriate needs assessment data is available.</p> <p><input type="checkbox"/> Appropriate ranking criteria has been used based on students grade level</p>	<p><input type="checkbox"/></p>
<p>3. All groups (including educationally disadvantaged children, children with disabilities*, LEP children*, Head Start, Even Start, N and D, Early Reading First, homeless, and migrant children) are eligible for services under Title I on the same basis as other children selected for service as noted in Section 1115(b)(2).</p> <p>*Note: Title I may not provide services for these groups required by other laws to be made available to these children but may be used to coordinate or supplement these services. (Section 1115 (b)(3))</p>	<p><input type="checkbox"/> Student ranking forms indicate a student was not skipped for service in the Targeted Assistance program unless appropriate documentation is available to justify such an exclusion.</p>	<p><input type="checkbox"/></p>
<p>4. Student selection was completed appropriately in all grades (See eligible children as cited in Section 1115 (b)(1)(B)). If final selection is based on eligibility points, verify that the data permits the reviewer to</p> <ul style="list-style-type: none"> • Understand how eligibility points were established and totaled, • Identify by name eligible participant, • Follow names of eligible participants to classroom rolls, and • Locate discrepancies in the comments section. 	<p>Student selection forms include the following student rankings:</p> <p><input type="checkbox"/> Pre-K to grade 2 (include the three criteria below):</p> <ul style="list-style-type: none"> • Developmentally appropriate measure used: _____ • Teacher judgment (attach instrument used) • Parent interview (attach instrument used) <p><input type="checkbox"/> Grades 3 to 12 use multiple, educationally related, objective criteria (include at least two objective criteria):</p> <ul style="list-style-type: none"> • Objective criteria used: _____ • Objective criteria used: _____ 	<p><input type="checkbox"/></p>

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	<ul style="list-style-type: none"> Objective criteria used: _____ 	
5. The student selection process reflects students served	<input type="checkbox"/> Student selection list(s) <input type="checkbox"/> Class roster(s)	<input type="checkbox"/>
6. Each school has reviewed, on an ongoing basis, the progress of participating children and revised the targeted assistance program, if necessary, (see Section 1115 (c)(2)(B)).	<input type="checkbox"/> Title I Planning Team Meeting agenda and minutes indicate the following: <ul style="list-style-type: none"> progress of participating children was reviewed and revision of targeted assistance plan took place, if necessary 	<input type="checkbox"/>

Supplement, Not Supplant ESEA Section 1120A (b)(1)

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1. This activity is organized in a manner which permits the LEA to demonstrate that it has utilized funds received to supplement and, to the extent practical, increase the level of funds that would, in the absence of such federal funds, be made available from non-federal sources for the education of pupils participating in this activity. In no case can Title I funds be used to supplant funds from non-federal sources.	<input type="checkbox"/> Title I paid staff schedules show they work only with selected children. <input type="checkbox"/> Equipment paid for with Title I funds are located in an area accessible to selected children only. <input type="checkbox"/> Invoices show professional development was only paid for staff instructing selected children. <input type="checkbox"/> Other: _____	<input type="checkbox"/>
2. This Title I funded activity used one of the following tests to indicate its supplementary nature: <ul style="list-style-type: none"> Test No. 1. Supplementary Services, In Class Project Test No. 2. Supplementary Services, Limited Pull-out Project, self-contained or departmentalized Test No. 3. Substitution of Services, Extended Pull-out and Replacement Projects, self-contained or departmentalized 	<input type="checkbox"/> Documentation to validate the Title I funded activity's supplementary nature Appropriate test used: <ul style="list-style-type: none"> <input type="checkbox"/> In-class (Test 1) <input type="checkbox"/> Limited Pull-out (Test 2) <input type="checkbox"/> Extended Pull-out or Replacement (Test 3) 	<input type="checkbox"/>

<ul style="list-style-type: none"> ▪ Test No. 4, Services Required by Law, Add-on Projects (Title I services are provided during “free time”, or at a time when no other instruction would ordinarily be provided for students involved.) 	<input type="checkbox"/> Add-on (Test 4)	
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Supplies, Materials, and Equipment

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1. Supplies, materials and/or equipment approved for this activity are available and in use.	<input type="checkbox"/> The supplies, materials and/or equipment are available in the targeted assistance classroom(s) and appear to be in use. <input type="checkbox"/> The supplies, materials and equipment are used only by the selected students.	<input type="checkbox"/>

Professional Development ESEA Sections 1115 and 1119

Monitoring Requirements	Evidence of Compliance	Compliant
1. An appropriate professional development training component is being implemented in relation to the activity. <ul style="list-style-type: none"> • Joint professional development for teachers and aides has been provided. • The professional development provided for personnel funded by this activity is directly related to the services in which they are engaged. 	<input type="checkbox"/> Agendas, handouts and sign in sheets (as appropriate) for professional development training related to the Title I funded activities	<input type="checkbox"/>
2. Title I personnel participate in staff development activities and school planning activities with regular district personnel.	<input type="checkbox"/> Agendas, handouts and sign in sheets (as appropriate) for staff development activities	<input type="checkbox"/>
3. Professional development opportunities are provided for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff, who work with participating children in programs under this section or in the regular education program.	<input type="checkbox"/> Agendas, handouts and sign in sheets (as appropriate) for professional development activities <input type="checkbox"/> Agendas and handouts from conferences	<input type="checkbox"/>

Qualifications for Teachers and Paraprofessionals ESEA Section 1119)

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<p>1. Documentation confirms that a copy of the qualifications attestation by the principal is maintained at both the LEA main office and the school. It is available to any member of the general public upon request.</p>	<p><input type="checkbox"/> Principal's attestation is on file at the district office and at the Title I school.</p>	<p><input type="checkbox"/></p>
<p>2. The duties of paraprofessionals providing instruction in a Title I program are consistent with Section 1119, and include direct supervision by a teacher.</p>	<p><input type="checkbox"/> Evidence is available that the paraprofessional providing instruction works under the direct supervision of a teacher. (i.e. teacher's lesson plans with paraprofessionals' assignments noted, paraprofessionals' work log with teacher's signature for verification of assignment, etc.)</p> <p><input type="checkbox"/> Evidence that the paraprofessional works in close proximity to the supervising teacher.</p>	<p><input type="checkbox"/></p>

Non-Title I Duties ESEA Section 1115

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<p>1. For limited duties assigned to similar personnel who are not Title I paid, including duties beyond classroom instruction or that do not benefit Title I children, the amount of time spent on such duties is in the same proportion of total work time as performed by other similar personnel at the same school.</p>	<p><input type="checkbox"/> Schedules for non-Title I and Title I staff</p> <p><input type="checkbox"/> Paraprofessional duty roster that includes non-instructional responsibilities of non-Title I and Title I staff</p>	<p><input type="checkbox"/></p>