

TO BE COMPLETED AT THE SCHOOL-LEVEL

DISTRICT _____

SCHOOL _____

TARGETED ASSISTANCE DETERMINATION OF COMPLIANCE FORM

The school complies with all criteria statements and appropriate documents are on file. This determination of compliance was based on a review of the Federal laws and regulations contained in Public Laws 107-110; 34 Code of Federal Regulations (CFR); Education Department General Administrative Regulations (EDGAR); United States Department of Education Title I Policy Manual (PM); United States Department of Education Migrant Education Program Policy Manual (MPM); Florida Statutes; Division of Public Schools (DPS) Memoranda; and Project Application and Amendment Procedures for Federal and State Grant Programs Administered by Division of Public Schools.

Principal's Signature

Title I Director/Coordinator's Signature

Date

Date

XIV. ELIGIBLE SCHOOL ATTENDANCE AREAS

The program is being conducted in schools, which have the highest concentration of low income and/or migrant children. Public Law 107-110, Sections 1113, 1115; USDE Title I Policy Manual (PM); USDE Migrant Education Program Policy Manual (MPM)

(Check applicable evidence sources.)

1. Enrollment or FTE and lunch data used to identify this school for the Title I program are consistent with information contained in the approved project application.
Section 1113

Evidence Sources:

Verified:

- | | |
|--|------------------------------|
| <input type="checkbox"/> FTE report | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Free and reduced lunch applications | <input type="checkbox"/> No |
| <input type="checkbox"/> Enrollment data | |
| <input type="checkbox"/> Free and reduced lunch list | |
| <input type="checkbox"/> Other (specify) _____ | |

2. Children who are economically disadvantaged, disabled, of migrant origin or limited English proficient are eligible for services on the same basis as other children selected for services under Title I. Section 1115(b)(2)(A)

Evidence Sources:

Verified:

- | | |
|--|------------------------------|
| <input type="checkbox"/> Master listing of student | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Services by program types | <input type="checkbox"/> No |
| <input type="checkbox"/> Other (specify) _____ | |

XV. FISCAL REQUIREMENTS

The school uses funds received under this Title 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 children participating in programs assisted under this Title. Public Laws 107-110, Sections 1112, 1113, 1114, 1115, 1115A, 1119, 1120A, 1120B, 1302, 1304; OMB Circular A-87; 34 CFR 80.42, 200.41, 200.63; USDE Title I Policy Manual (PM); USDE Migrant Education Program Policy Manual (MPM)

(Check applicable evidence sources.)

- The following instructional models are implemented in a supplementary manner at this school.

Mark applicable model(s):

- | | |
|---|--|
| <input type="checkbox"/> In-Class | <input type="checkbox"/> Matching Staff |
| <input type="checkbox"/> Limited Pullout | <input type="checkbox"/> Add On |
| <input type="checkbox"/> Extended Pullout | <input type="checkbox"/> Other (specify) _____ |
| <input type="checkbox"/> Replacement | |
- Section 1120A(b)

Evidence Sources:

Verified:

- | | |
|--|------------------------------|
| <input type="checkbox"/> Description of implementation | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Instructional schedules | <input type="checkbox"/> No |
| <input type="checkbox"/> Other (specify) _____ | |

- This school is coordinating and integrating Title I services with other educational services at the district and school levels for children with limited English proficiency or with disabilities, migratory children, neglected or delinquent youth, homeless children and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of instructional programs. Section 1112(b)(1)(E)

Evidence Sources:

Verified:

- | | |
|--|------------------------------|
| <input type="checkbox"/> Description of services | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Title I program objectives | <input type="checkbox"/> No |
| <input type="checkbox"/> Records of coordination with special services | |
| <input type="checkbox"/> Other (specify) _____ | |

- The eligible children receiving services under Title I in this school are Pre-K through grade 12 and not older than 21 years of age. Section 1115(b)(1)(A)

Evidence Sources:

Verified:

- | | |
|--|------------------------------|
| <input type="checkbox"/> Listing of students | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Correspondence | <input type="checkbox"/> No |
| <input type="checkbox"/> Grade/age information | |
| <input type="checkbox"/> Other (specify) _____ | |

FISCAL REQUIREMENTS

4. This school is serving eligible children who are enrolled in grades 3 through 12 and who are failing or most at risk of failing to meet the State's student academic achievement standards on the basis of multiple, educationally related, objective criteria established at the district and school levels. Section 1115(b)(1)(B)

Evidence Sources:

Verified:

- Student rosters
- Cumulative folders
- Test scores
- Other (specify) _____

- Yes
- No

5. This school is providing services to children enrolled in preschool through grade 2 solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. Section 1115(b)(1)(B)

Evidence Sources:

Verified:

- Test scores
- Student rosters
- Multiple criteria checklist
- Documentation of teacher/parent interviews
- Other (specify) _____

- Yes
- No

6. Title I funds are used to provide services that are not otherwise required by law and these funds are being used to supplement or coordinate such services. Section 1115(b)(3)

Evidence Sources:

Verified:

- Personnel assignments
- Allocation formulas
- Other (specify) _____

- Yes
- No

7. This school shall assist children to meet the State's proficient and advanced levels of achievement by:

- Coordination of Title I resources with other resources.
 - Continuous review and revisions of student progress.
- Section 1115(c)(2)

Evidence Sources:

Verified:

- Assessment data
- Student progress reports
- Documentation of coordination with other programs
- Cumulative records
- Other (specify) _____

- Yes
- No

FISCAL REQUIREMENTS

8. To integrate Title I paid staff into the program and overall school planning, public school personnel paid with Title I funds have:
- Assumed limited duties assigned to similar personnel proportionate to the total duty time of non-Title I personnel at the same school site.
 - Participated in general professional development and school planning activities
 - Collaboratively taught with the regular classroom teacher, if such collaboration directly benefits participating children. Section 1115(d)(e)

Evidence Sources:

Verified:

- Duty rosters
- Individual daily schedules
- Professional development activities
- Committee assignments
- Documentation of collaboration
- Other (specify) _____

- Yes
- No
- N/A

9. This school shall devote sufficient resources to carry out professional development activities or may enter into a consortium with another school to carry out such activities. Section 1115(e)(3)

Evidence Sources:

Verified:

- Professional development activities
- Correspondence
- Other (specify) _____

- Yes
- No

10. The principal at the school has assigned to the Replacement, Extended Pullout, and Matching Staff models the equivalent number of non-Title I staff or funds that, in the absence of the Title I service, would have been used to provide the non-Title I funded instructional service that is replaced with the Title I funded service. Section 1120A(b)

Check applicable: Staff Funds

Evidence Sources:

Verified:

- School master schedule
- Teacher assignments
- School allocations
- District staff/student ratios
- Other (specify) _____

- Yes
- No
- N/A

FISCAL REQUIREMENTS

11. The principal has deployed its state and local resources to Title I children in a manner that is at least equal to non-Title I children in the same grade levels where the Title I program is implemented. The allocations are consistent with the district's written allocation procedures and the district's written procedures for school-based management. Section 1120A(b)

Evidence Sources:

Verified:

- | | |
|---|------------------------------|
| <input type="checkbox"/> FTE reports | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Personnel allocations | <input type="checkbox"/> No |
| <input type="checkbox"/> Master schedule | |
| <input type="checkbox"/> Personnel assignments | |
| <input type="checkbox"/> Personnel action forms | |
| <input type="checkbox"/> School state & local expenditure report | |
| <input type="checkbox"/> District's written allocation procedures | |
| <input type="checkbox"/> Other (specify) _____ | |

12. Title I employees whose salaries are paid from more than one funding source have maintained appropriate time distribution records reflecting actual activities and time they spent on identified projects on a monthly basis. The records must be signed by the employee. Section 1120A(b); PM; OMB Circular A-87, Attachment B(11)(h)(4)

Evidence Sources:

Verified:

- | | |
|---|------------------------------|
| <input type="checkbox"/> Previous year log | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Current year log | <input type="checkbox"/> No |
| <input type="checkbox"/> Percent of salary prorated | <input type="checkbox"/> N/A |
| <input type="checkbox"/> Other (specify) _____ | |

13. This school has utilized Title I funds to supplement the amount of funds that would, in the absence of such Federal funds, be made available from nonfederal sources for the education of pupils participating in programs assisted under Title I and not to supplant such funds. Expenditures have been made in accordance with the approved project and allowable costs. Section 1120A(b); OMB Circular A-87, Attachment B

Evidence Sources:

Verified:

- | | | |
|---|--|------------------------------|
| <input type="checkbox"/> Personnel assignments | <input type="checkbox"/> Instructional schedules | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Non-instructional duty schedules | <input type="checkbox"/> Receiving slips | <input type="checkbox"/> No |
| <input type="checkbox"/> Purchase orders | <input type="checkbox"/> Requisitions | |
| <input type="checkbox"/> Other (specify) _____ | | |

14. This school shall retain all programmatic records for a minimum of five years after completion of the activity for which Title I funds have been used. 34 CFR 80.42(b)(4)

Evidence Sources:

Verified:

- | | | |
|--|--|------------------------------|
| <input type="checkbox"/> Program records | <input type="checkbox"/> Evaluation data | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Other (specify) _____ | | <input type="checkbox"/> No |

FISCAL REQUIREMENTS

15. This Targeted Assistance School program shall include:

- Resources to help participating children meet State student academic achievement standards.
- Documentation to ensure that planning is incorporated into existing school planning.
- Effective methods and instructional strategies that:
 - Give primary consideration to providing extended learning time.
 - Are based on scientifically-based research.
 - Help provide an accelerated, high-quality curriculum.
 - Minimize removing children from the regular classroom.
- Coordination with and support for the regular education program, which may include:
 - Services to assist preschool children's transition to elementary school.
- Instruction by highly qualified teachers.
- Opportunities for professional development with Title I and other resources for principals, teachers, paraprofessionals, pupil services personnel, parents and other school staff who work with participating children in the Title I and regular education programs.
- Strategies to increase parental involvement.
- Coordination and integration with Federal, State, and local services and programs.

Section 1115(c)(1)

Evidence Sources:

- Staff development plan
- Lesson plans
- Parental involvement activities
- Coordination forms
- Inservice/workshop documents
- Class schedules
- Personnel action forms
- Other (specify) _____

Verified:

- Yes
- No

XVI. PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

The program makes provision, where applicable, for services to children from low income families who are failing or most at risk of failing to meet the State's student academic achievement standards attending private elementary and secondary schools. Public Law 107-110, Section 1120; 34 CFR 200.10-200.13, 200.17; USDE Title I Policy Manual (PM); USDE Migrant Education Program Policy Manual (MPM)

(Check applicable evidence sources.)

1. Educational services and benefits provided to Title I eligible private school children at this school are equitable to services and benefits to public school eligible children.
Section 1120(a)(3)

Evidence Sources:

Verified:

Application

Yes

Description of services

No

Correspondence

Other (specify) _____

2. The school consulted with the appropriate public school officials in the design and development of programs to ensure timely and meaningful consultation on the following issues:

- How children's needs will be identified.
- Services that will be offered.
- How and where services will be provided.
- How services will academically be assessed and how results will be used to improve services.
- Size and scope of equitable services to be provided to eligible private school children.
- Method or data sources used to determine the number of children from low-income families who attend private schools.
- How and when the school will make decisions about the delivery of services to private school children.
- How the school will provide in writing to private school officials an analysis of the reasons why the school has chosen not to use a contractor.

Section 1120(b)(1)

Evidence Sources:

Verified:

Documentation of consultation

Yes

Description of assessment

No

Description of services

Comparison of per pupil expenditures

Other (specify) _____

PARTICIPATION OF CHILDREN ENROLLED IN PRIVATE SCHOOLS

3. The school consulted with public school officials prior to making decisions that affect opportunities for eligible private school children's participation. Section 1120(b)(2)

Evidence Sources:

Verified:

Documentation of consultation

Yes

Correspondence

No

Test scores

Other (specify) _____

4. Title I equipment and supplies at this school are used for eligible Title I private school children. Section 1120(d)(1)

Evidence Sources:

Verified:

School inventory

Yes

Purchase orders

No

Other (specify) _____

5. Title I services at this school are provided by:

Employees of a public agency, or

Contract through a public agency with an individual, association or organization, independent of such private school and of any religious organization.

Section 1120(c)(2)(A)(B)

Evidence Sources:

Verified:

List of employees

Yes

Contract

No

Correspondence

Other (specify) _____

XVII. PROPERTY

This school has implemented property management practices in accordance with the applicable Florida Statutes, Chapter 274; Public Law 107-110; 34 CFR Part 80.31, 80.32, 80.33; USDE Title I Policy Manuals (PM); USDE Migrant Education Program Policy Manual (MPM); Rules of the Auditor General 10.400

(Check ✓ applicable evidence sources.)

1. There is a property record at this school which includes the following:

Check applicable requirement(s):

- Identification number
- Location
- Source or percentage of federal funds used in purchase

Chapter 274, Florida Statutes; Rules of the Auditor General 10.400; 34 CFR 80.32(d)(1)

Evidence Sources:

Verified:

- Property inventory records with dates Yes
- Property control records No
- Other (specify) _____

2. A control system is in effect to ensure adequate safeguards to prevent loss, damage, or theft of equipment. Loss, damage or theft of all Title I equipment has been investigated and fully documented. 34 CFR 80.32(d)(3)

Evidence Sources:

Verified:

- Police/security reports Yes
- Damage and loss reports No
- Other (specify) _____

3. Maintenance procedures have been implemented to keep property in good condition at this school. 34 CFR 80.32(d)(4)

Evidence Sources:

Verified:

- Maintenance procedures Yes
- Maintenance reports No
- Other (specify) _____

4. Property and supplies purchased with Title I funds are being used in accordance with applicable regulations. 34 CFR 80.32(c)(1), 80.33; F.S., Chapter 274

Evidence Sources:

Verified:

- Inventory list Receiving reports Yes
- Location Purchase requisitions No
- Purchase orders
- Other (specify) _____

PROPERTY

5. This school has maintained documentation to ensure that the following requirements have been met when using Title I equipment in non-Title I activities on a part-time basis:

Mark applicable requirements:

- Prior written permission was received from the State Educational Agency.
- The Title I equipment is part of a Title I project that has been properly designed for eligible children failing or most at risk of failing to meet the State’s student academic achievement standards.
- The equipment purchased with Title I funds is reasonable and necessary to operate the district's Title I project, without regard to any use in non-Title I activities.
- The project was designed to make maximum appropriate use of the equipment for Title I purposes.
- The use of the Title I equipment in non-Title I activities does not decrease the quality or effectiveness of the Title I services provided to Title I children with the equipment, and does not interfere with its use in the Title I project.
- The use of the equipment does not increase the cost of using the equipment for providing Title I services, and does not shorten the useful life of the equipment.
- The use of the equipment does not result in the exclusion of Title I children who otherwise would have been able to use the equipment.
- The non-Title I use does not exceed 10% of the time the equipment is used in Title I activities unless user fee has been paid and prior approval was granted. Any exceptions have received prior written approval on a case by case basis. PM, Use of Funds, pp. 4-5, 4/11-96.

Evidence Sources:

Verified:

- Compiled documentation of non-Title I use*
- Schedule of equipment use*
- Property inventory*
- Approved project*
- Purchase orders*
- Other (specify) _____*

- Yes*
- No*
- N/A*

XVIII. NEEDS ASSESSMENT, SCHOOL IMPROVEMENT AND PARENTAL CHOICE

The program is based on an annual assessment of educational needs which identifies children failing or most at risk of failing to meet the State's student academic achievement standards. Public Law 107-110, Section 1116; USDE Title I Policy Manual (PM); USDE Migrant Education Program Policy Manual (MPM)

(Check ✓ applicable evidence sources.)

1. Each school in consultation with parents, district and school support team shall:
 - Develop or revise its school improvement plan in ways that have the greatest likelihood of improving the academic achievement of participating students.
 - Submit the plan or revised plan to the district for approval.
 - Review appropriate school-level data including assessment data, on which such identification is based.
 - Implement the plan or revised plan during the first year immediately following such identification. Section 1116(b)(3)

Evidence Sources:

Verified:

School improvement plan or revised plan

Yes

Documentation of parent meetings

No

Documentation of timeline

Other (specify) _____

2. Each school identified for school improvement has included professional development activities in its plan and has demonstrated compliance by:
 - Devoting to such activities an amount equivalent to at least 10% of the Title I funds received annually.
 - Incorporating strategies based on scientifically-based research.
 - Adopting policies and practices concerning the school's core academic subjects.
 - Specifying how school improvement funds will be used to remove the school from school improvement status.
 - Establishing specific annual measurable objectives.
 - Describing how the school will provide written notice about the school identified for school improvement in a language parents can understand.
 - Specifying the responsibilities of the school, district, state, including the technical assistance to be provided by the district.
 - Including strategies to promote effective parental involvement.

NEEDS ASSESSMENT, SCHOOL IMPROVEMENT AND PARENTAL CHOICE

Incorporating activities before school, after school, during summer, and during regular school year.

Incorporating a teacher mentoring program.
Section 1116(b)(3)

Evidence Sources:

Verified:

List of activities

Yes

Staff surveys

No

School improvement plan

Financial records

Other (specify) _____



XIX. PARENTAL INVOLVEMENT

This school involves parents in the implementation of Title I programs. Public Law 107-110, Section 1118; USDE Title I Policy Manual (PM); USDE Migrant Education Program Policy Manual (MPM)

(Check ✓ applicable evidence sources.)

1. Each school shall jointly develop with parents a written parent involvement policy and distribute it to parents of participating children. The policy has been updated periodically.
Section 1118(b)(1)

Evidence Sources:

Verified:

Title I policy

Yes

Listing of parents involved

No

Follow-up of parent recommendations

Documentation of meetings

Survey results

Other (specify) _____

2. Each school shall:

- Convene an annual meeting to inform parents of their school's participation and their rights to be involved.
- Offer a flexible number of meetings and times of meetings.
- Provide transportation, child care, or home visits related to parent involvement.
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including joint development of schoolwide program plan. Section 1118(c)(1)(2)(3)

Evidence Sources:

Verified:

Documentation of meetings

Yes

Newsletter articles

No

Log of home visits

List of participants

Transportation logs

Other (specify) _____

PARENTAL INVOLVEMENT

3. Each school shall provide parents of participating children:
- Timely information about programs.
 - School performance profiles and their child's individual student assessment results, including interpretation of such results.
 - Description and explanation of curriculum in use at the school, the forms of academic assessment used to measure student progress and proficiency levels students are expected to meet.
 - Opportunities for regular meetings to share experiences and provide suggestions.
 - Timely responses to parents' suggestions.
- Section 1118(c)(4)

Evidence Sources:

Verified:

- | | |
|---|------------------------------|
| <input type="checkbox"/> Calendar of events | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Student test data | <input type="checkbox"/> No |
| <input type="checkbox"/> Description and explanation of programs and assessment instruments | |
| <input type="checkbox"/> Documentation of meetings | |
| <input type="checkbox"/> School performance profiles | |
| <input type="checkbox"/> Other (specify) _____ | |

4. Each school implementing schoolwide programs shall submit unsatisfactory comments on the parental involvement plan to the district. Section 1118(c)(5)

Evidence Sources:

Verified:

- | | |
|---|------------------------------|
| <input type="checkbox"/> Documentation of meetings | <input type="checkbox"/> Yes |
| <input type="checkbox"/> Unsatisfactory parental comments | <input type="checkbox"/> No |
| <input type="checkbox"/> Survey results | |
| <input type="checkbox"/> Other (specify) _____ | |

PARENTAL INVOLVEMENT

5. Each school shall jointly develop with parents of Title I children, a school-parent compact that outlines how parents, the entire school staff, and students share the responsibility for improved student achievement and the means by which school and parents will build and develop a partnership to help children achieve. Such compact shall:
- Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served to meet the state's student academic achievement standards and the ways parents will be responsible for supporting their children's learning (monitoring attendance, homework completion, and television watching) and volunteering in their children's classrooms.
 - Address the importance of communication between teachers and parents on an ongoing basis at a minimum through:
 - Annual parent-teacher conferences in elementary school, during which the compact shall be discussed relating to the child's achievement.
 - Frequent reports to parents on their children's progress.
 - Reasonable access to staff, opportunities to volunteer, participate in their child's class and observe in the classroom.
- Section 1118(d)

Evidence Sources:

Verified:

- | | |
|--|----------------|
| <i>[] School/parent compact</i> | <i>[] Yes</i> |
| <i>[] Documentation of parent workshops</i> | <i>[] No</i> |
| <i>[] Volunteer logs</i> | |
| <i>[] Documentation of parent/teacher conferences</i> | |
| <i>[] Survey results</i> | |
| <i>[] Student progress reports</i> | |
| <i>[] Other (specify) _____</i> | |

PARENTAL INVOLVEMENT

6. Each school shall ensure effective involvement of parents and support a partnership among the school, parents and the community to improve student academic achievement by:
- Providing assistance to parents in such areas as understanding the State's student academic achievement standards and state and local academic assessments.
 - Providing assistance in how to monitor their child's progress and work with educators to improve the achievement of their children.
 - Providing materials and training to work with their children to improve academic achievement, including coordinating necessary literacy training and using technology.
 - Educating teachers, pupil services personnel, principals, and other staff in the value and contributions parents can provide as equal partners and build ties between parents and school.
 - Coordinating and integrating parent involvement programs with such programs as Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, Parents as Teachers, Even Start and other preschool programs.
 - Ensuring that information related to school and parent programs, meetings, and other activities is sent home in the language used in the home.
 - Providing for other reasonable support for parental involvement activities as requested by parents. Section 1118(e)

Evidence Sources:

Verified:

- Documentation of meetings
- Documentation of parent workshops
- Documentation of school/business coordination records
- Staff development records
- List of participants
- School/home documents
- Other (specify) _____

- Yes
- No

7. Each school shall provide full opportunities for the participation of parents with limited English proficiency, migratory children or disabilities, including providing information and school reports in a language and format such parents understand. Section 1118(f)

Evidence Sources:

Verified:

- Documentation of meetings
- List of parent participants
- Correspondence
- Multi-language materials
- Other (specify) _____

- Yes
- No

XX. PROFESSIONAL DEVELOPMENT

This school devotes sufficient resources or has entered into a consortium with another school, to carry out effectively the professional development activities described in subparagraph (F) of subsection (c)(1) in accordance with section 1119. Public Law 107-110, Sections 1115 and 1119.

(Check ✓ applicable evidence sources.)

1. This school provides opportunities for professional development with Title I resources or other resources, for teachers, principals, and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff. Public Law 107-110, Section 1115(c)(F)

Evidence Sources:

Verified:

Documentation of training/workshop

Yes

List of participants

No

Other (specify) _____

2. This school shall devote sufficient resources to effectively carry out the activities required under section 1119 or collaborate with a consortium or other school to carry out such activities. Public Law 107-110, Section 1115(e)(3)

Evidence Sources:

Verified:

Documentation of resources provided

Yes

List of teachers and paraprofessionals who have not met the definition of "highly qualified"

No

Documentation of collaboration with other agencies/schools

Other (specify) _____

3. If this school is identified for school improvement, the school shall spend not less than 10% of its Title I funds to provide professional development activities to teachers and principal. Public Law 107-110, Section 1116(b)(3)(A)

Evidence Sources:

Verified:

Allocation records for school improvement

Yes

Records of expenditures for school improvement

No

Other (specify) _____

N/A

Read notes at bottom and instructions on back before beginning to complete this form.

Florida Department of Education ~ Division of Public Schools ~ Bureau of Equity, Safety and School Support
SUPPLEMENT, NOT SUPPLANT (Form D) *SCHOOL-LEVEL* (Complete for all Targeted Assistance Title I schools.)

1. District School _____ Monitor _____ Date of Visit _____		2. District Staffing Ration (according to Board Policy) K _____ 1 - 3 _____ 4 - 6 _____ 7 - 9 _____ 10 - 12 _____ Comments: _____				6. Other Requested Information _____ (First date of preplanning for this school year.) Mark applicable items: <input type="checkbox"/> a. Teaching units were added since the first day of preplanning this school year Title I funded: List individually below:				
	3.	4.	5.							
Grade	Today's Enrollment Per Grade	Total Homeroom Teachers Assigned Per Grade	Individual Classroom Enrollment by Grade Levels: <i>(List horizontally)</i>							
K			_____	_____	_____	_____	_____			
1 st			_____	_____	_____	_____	_____			
2 nd			_____	_____	_____	_____	_____			
3 rd			_____	_____	_____	_____	_____			
4 th			_____	_____	_____	_____	_____			
5 th			_____	_____	_____	_____	_____			
6 th			_____	_____	_____	_____	_____			
7 th			_____	_____	_____	_____	_____			
8 th			_____	_____	_____	_____	_____			
9 th			_____	_____	_____	_____	_____			
10 th			_____	_____	_____	_____	_____			
11 th			_____	_____	_____	_____	_____			
12 th			_____	_____	_____	_____	_____			
								<input type="checkbox"/> b. All district funded teaching units were in place on the first day of preplanning this school year <input type="checkbox"/> c. All Title I funded teaching units were in place on the first day of preplanning this school year <input type="checkbox"/> d. If this school employed instructional aides in lieu of teachers, please list them here.		
								Name	Grade	Date of Employment
								District funded:		
								Name	Grade	Date of Employment
								<input type="checkbox"/> e. If this school employed instructional aides in lieu of teachers, please list them here.		
								Name	Position	Grades Served

Notes: Exclude full-time ESE students. Exclude Special Area Teachers. Place students in classes made up of combination grades on vertical consecutive lines and enclose in brackets [].

Please complete this form to determine whether the district has met the Supplement, Not Supplant requirements at each Title I school. The assigned number of LEA (district) funded personnel should be consistent with the district's teacher/pupil staffing ratio at each grade level, before implementing the Title I project. 34 CFR 200.63

- 1) Give the name of the district and school. Fill in your name and the date of visit.
- 2) Indicate the district's teacher/pupil staffing ratio by grade spans. If different from the spans indicated, provide "Comments."
- 3) By grade level, give the total enrollment, as of this date. Exclude full-time ESE students.
- 4) By grade level, give the total number of LEA (district) funded teachers assigned to each grade. Exclude special area teachers, unless they were funded through the basic staffing allocation formula.
- 5) By grade level, give the total number of children assigned to each class section. List horizontally. Exclude full-time ESE students.

Combination Grades

List on vertical consecutive lines and enclose in brackets.

Example grade 2 [10]
 grade 3 [13]

- 6) Fill in the first date of preplanning for this school year.
 - a) Box "a": Mark box "a" if some district paid and/or Title I teaching units were added after the first day of preplanning during the current school year. List these individuals by name, grade and date of employment in the spaces provided.
 - b) Box "b": Mark box "b" if all district paid teachers were employed on the first day of preplanning for the current school year.