

| CAT | Monitoring Components (Revised 12/7/04) | Yes<br>No<br>N/A | Staff Responsible | Examples of Evidence To Be Reviewed by State NCLB Staff | Compliance<br><b>[FOR STATE USE]</b> |
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### NCLBA Pre Review Report

**SAU Name** \_\_\_\_\_

Please check the box for each program the SAU receives a grant and has a program.

|  |  |
|--|--|
| <input type="checkbox"/> Title I, Part A—Improving Academic Achievement of the Disadvantaged | <input type="checkbox"/> Title III--Language Acquisition (Limited English Proficiency)       |
| <input type="checkbox"/> Title I, Part A Accountability (CIPD-CIPS)                          | <input type="checkbox"/> Title IV, Part A—Safe and Drug Free Schools and Communities         |
| <input type="checkbox"/> Title I, Part B, Subpart 1 Reading First                            | <input type="checkbox"/> Title IV, Part B—21 <sup>st</sup> Century Community Learning Center |
| <input type="checkbox"/> Title I, Part C—Migrant Education Programs                          | <input type="checkbox"/> Title V, Part A—Innovative Programs                                 |
| <input type="checkbox"/> Title I, Part D—State Agency Neglected or Delinquent                | <input type="checkbox"/> Title VI—Rural Small Schools (REAP-FLEX)                            |
| <input type="checkbox"/> Title II, Part A—Teacher and Principal Training and Recruiting Fund | <input type="checkbox"/> Title VI—Rural Low Income   |
| <input type="checkbox"/> Title II, Part D—Enhancing Education Through Technology             | <input type="checkbox"/> Title X, Part C—McKinney-Vento Homeless Education Assistance        |

**Provide URL/link to the SAU's NCLB District/School Report Cards:** \_\_\_\_\_

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| ALL | 1. Is the use of NCLB funds coordinated among titles in this Act and other federal acts such as: Pre-School Programs especially Head Start and Even Start (if applicable); LEP Program; Homeless Services, Students with Disabilities? Sec. 1112(a)(1), Sec. 1112(b)(E)(ii) |                  |                   | <ul style="list-style-type: none"> <li>- NCLB planning team minutes</li> <li>- A-team minutes</li> <li>- Schedule of meetings</li> <li>- Title I Needs Assessments and Planning</li> <li>- Student placement oversight group</li> <li>- Other proof of coordinated efforts</li> <li>- Overview Verbal Presentation</li> </ul> |                                      |
| ALL | 2. Is an approved application, with amendments, budget revisions, evaluation reports and records on file in the LEA office? EDGAR 80.42(a)  |                  |                   | <ul style="list-style-type: none"> <li>- Knowledge of location of documents</li> <li>- Verification of accessibility to the public</li> </ul>   |                                      |
| ALL | 3. Are records of all federal programs maintained for at least three years after the date of the last transaction or 3 years after any audit findings have been resolved (examples: purchase orders,  |                  |                   | <ul style="list-style-type: none"> <li>- Knowledge of District Retention and Disposition of Records Procedures</li> </ul>   |                                      |

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|     | contracts)? EDGAR 82.42(b)(2)  |                  |                   |   |                                      |
| ALL | 4. Does the total budget for education or the funding level per pupil equal at least 90% of last year's budget? (Maintenance of Effort) Sec. 9521, ESEA  |                  |                   | - State determines MOE based on EF-M-45 data                        |                                      |
| ALL | 5. Does the district's inventory management system contain the following information for each piece of capital equipment (over \$3,000) purchased with Title money: Title, description of the property; the identifying serial number; date of purchase; and the location, use and condition of the property? EDGAR, 80.32(d)(1) |                  |                   | - Per Info Let #68 2007<br>- Asset data list                        |                                      |
| ALL | 6. Is there appropriate documentation on file for at least four years indicating the date and mode of disposition of all capital equipment that has been lost, stolen, sold, or cannot be repaired? EDGAR 80.32(d)&(e)   |                  |                   | - School Board Policy DN<br>- Schools properties disposition policy |                                      |
| ALL | 7. Are NCLB contracted services documented by a written agreement on file? EDGAR 80.36   |                  |                   | - Copy of completed contract with support documents.                |                                      |
| ALL | 8. Does the district have a list of non-capitol equipment and tracking system, if appropriate? EDGAR 80.32   |                  |                   | - List of items<br>- Tracking forms with signatures                 |                                      |
| ALL | 9. Does the district have a written Procurement Staff Code of Conduct on file including conflict of interest, gratuities and violations? EDGAR 80.36(b)  |                  |                   | - Written Code of Conduct   |                                      |
| ALL | 10. Does the district prohibit the use of funds for religious purposes? EDGAR 76.532   |                  |                   | - Signed copy of Commissioner's Annual Letter                       |                                      |
| ALL | 11. Have ALL parents been notified YEARLY of the LEAs student directory information policy, either through Family Educational Rights and Privacy Act (FERPA) or NCLB, and their right to withdraw release of their child's student directory information? Sec. 9528, ESEA  |                  |                   | - School Board Policy JRA-E<br>- Evidence of distribution           |                                      |
| ALL | 12. Have ALL parents at Title IA schools been notified of their right to request the professional qualifications of their child's teacher? Have copy available. Sec. 200.61 and Sec. 1111(h)(6)(A)   |                  |                   | - Copy of notification<br>- Evidence of distribution                |                                      |

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| ALL    | 13. Has each Title IA school provided each parent "timely" notice that their child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who has not met the highly qualified teacher requirements? Section 1111(h)(6)(b).     |                  |                   | <ul style="list-style-type: none"> <li>- Copy of letter about a specific teacher and evidence of distribution; or</li> <li>- Copy of notification letter with a spreadsheet of qualifications of all staff with a column indicating HQT status.</li> </ul> |                                      |
| ALL    | 14. Have federally supported staff filed either bi-annual certification for single funding stream or monthly activity reports for multiple funded staff? OMB Circular A-87(h)(4) Have sample copies available.   |                  |                   | <ul style="list-style-type: none"> <li>- Signed certifications</li> <li>- Signed periodic personnel activity reports</li> </ul>  |                                      |
| ALL    | 15. Did the district afford reasonable opportunity for public comment on the application and consider such comment? Sec. 9306(a)(7)  |                  |                   | <ul style="list-style-type: none"> <li>- School Board agenda/minutes</li> <li>- Notice in school newsletters or other media</li> </ul>   |                                      |
| ALL    | 16. Do you annually submit both your LEA Gun Free Schools Report and your School Incidence of Prohibited Behavior Report to the State in compliance with the State's Unsafe School Choice Option? Sec. 9532  |                  |                   | <ul style="list-style-type: none"> <li>- Evidence of submission of school incidence date report</li> <li>- Gun Free Schools report</li> </ul>  |                                      |
| ALL    | 17. Is there evidence that the LEA identifies migrant children following migrant eligibility regulations? Sec. 1309(2)   |                  |                   | <ul style="list-style-type: none"> <li>- Survey sent to parents and returned to NCLB Clearing House</li> </ul>   |                                      |
| ALL    | 18. Does the LEA have a current Lau Plan to ensure equitable opportunity for participation of LEP (Limited English Proficient) students? Title VI Civil Rights Act, 1964 USC Sec. 2000d and Equal Education Opportunities Act, 1974, 20 USC Sec. 1703(a)-(f) |                  |                   | <ul style="list-style-type: none"> <li>- Copy of Plan</li> </ul>   |                                      |
| ALL PS | 1. Are private school representatives consulted in a timely manner prior to submission of the application to determine their understanding of and interest in participating in NCLB programs? Sec. 1120(b) and Sec. 9501                                     |                  |                   | <ul style="list-style-type: none"> <li>- Sign in sheets to meeting</li> <li>- Minutes of meeting</li> <li>- Signed participation forms</li> <li>- Copy of certified receipt for those non-public who are unresponsive</li> </ul>                           |                                      |
| ALL PS | 2. Is the private school Title IA consultation page signed by both the LEA and private school on file at the LEA? Sec. 1120(b)(4)  |                  |                   | <ul style="list-style-type: none"> <li>- Title IA Affirmation of Consultant form</li> </ul>  |                                      |
|        | 3. Are Title IA services to non-public school students provided in a pull-out program? EDGAR   |                  |                   | -  |                                      |

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| ALL PS                          | 4. Are NCLB services provided to private school students and teachers equitable to those provided to public school students and teachers? Sec. 9501  |                  |                   | - Calculating Funds for Non-Public Schools Form                                       |                                      |
| ALL PS                          | 5. Are Title IA non-public equitable services provided under district level projects for students, teachers, and parents? Sec. 1120(a)   |                  |                   | - Title IA Setaside Project Sheets<br>- Title IA Equitable Services Form              |                                      |
| ALL PS                          | 6. Do the non-public schools get their equitable share of the services if funds are transferred between titles? Non-regulatory Guidance on Transferability   |                  |                   | - Transfer Worksheet<br>- PO's/Invoices<br>- Calculating Funds for Non-Public Schools |                                      |
| ALL PS                          | 7. Is the LEA serving as fiscal agent and not providing or reimbursing funds directly to non-public schools? Sec. 9501(d); EDGAR 76.651(a)(3)  |                  |                   | - Inventory/tracking lists<br>- PO's/Invoices/Contracts                               |                                      |
| ALL PS                          | 8. Does the district maintain an additional, updated Private School Equipment Inventory list for all NCLB equipment costing \$3,000 or more on loan to the Private School and purchased with NCLB funds? EDGAR 80.32(d)(2) and 76.661  |                  |                   | - Individual or combined inventory list.  |                                      |
| ALL PS                          | 9. Can the district produce a list of non-consumable items on loan to the non-public school? Sec. 9501(d)  |                  |                   | - Purchase Orders<br>- Items list<br>- Tracking Form                                  |                                      |
| IA<br>1111(h)(1);<br>1111(h)(2) | 1. Has the district prepared and widely disseminated an LEA report card including information related to assessments, accountability, and teacher quality as that information applies to the district as a whole and by the required NCLB subgroups, including: LEA improvement status, percentage of students tested, information on student achievement at each proficiency level, information on how students in the district achieved on state academic assessments and how the district compared to the state as a whole, and the most recent 2-year trend data on student achievement for each subject and for each grade. Provide a copy of the report card. Section 1111(h)(1)(C) and (2)(B) |                  |                   | - Copy of the SAU Report Card   |                                      |
| IA<br>1111(h)(1);<br>1111(h)(2) | 2. Has the district prepared and widely disseminated school level report cards including information related to assessments, accountability, and teacher quality as that information applies to  |                  |                   | - Copy of each school level Report Card   |                                      |

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|               | the school as a whole and by the required NCLB subgroups, including: school improvement status, percentage of students tested, information on student achievement at each proficiency level, information on how students in the school achieved on state academic assessments and how it compares to the district as a whole, and the most recent 2-year trend data on student achievement for each subject and for each grade. Provide a copy of the school report cards. Section 1111(h)(1)(C) and (2)(B). |  |  |  |  |
| IA 1111(h)(2) | 3. Has the district provided these report cards to parents of students in Title IA schools and made them widely available by public means?   |  |  | - Plan for the distribution of report cards  |  |
| IA 1112       | 4 Is the Title IA program based on a needs assessment and/or data analysis of student achievement? Be prepared to describe. Sec. 1112  |  |  | - Needs Assessment documentation, agenda, minutes, etc.  |  |
| IA 1112(c)(1) | 5. Do the curricula and strategies being used to accelerate the learning of Title IA students take into consideration current scientifically based research and the importance of early literacy development? Sec. 1112(c)(1)(F)   |  |  | <ul style="list-style-type: none"> <li>- Evidence that TAS programs address the statutory purposes and meet requirements including:</li> <li>- Using effective instructional methods and strategies that strengthen the core academic program of the school <ul style="list-style-type: none"> <li>- Give primary consideration to providing extended learning time for served students</li> <li>- Provide an accelerated, high-quality curriculum</li> <li>- Minimizes the removal of children during the regular classroom during regular school hours</li> </ul> </li> <li>- Evidence that the Title I program is coordinated with and supports the regular educational program</li> <li>- Evidence that the SAU promotes integration of Title I</li> </ul> |  |

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|               |  |  |  | staff with regular instructional staff activities  |  |
| IA 1113(c)(3) | 6. Is the LEA required to reserve Title IA funds to serve students in Institutions for Neglected or Delinquent Youth? If yes, be prepared to describe what types of services the LEA provides. Sec. 1113(c)(3) and Sec. 1421 ESEA  |  |  | - Documentation of consultation—meeting agenda, minutes, phone log, etc.   |  |
| IA 1113(c)(3) | 7. Has the district made provisions for services to homeless children? Be prepared to describe them. Sec. 1115(b)(2)(e) and Sec. 1113(c)(3)(A), ESEA   |  |  | - Evidence that the Title I Coordinator collaborates with the homeless liaison<br>- Evidence that homeless students have been served in non-Title I schools.   |  |
| IA 1115(c)(1) | 8. Are NCLB support services for disadvantaged, migrant and LEP students coordinated and integrated with the regular education program to ensure that these students receive the accelerated learning they need to achieve the Learning Results? Sec. 1115(c)(1)(B), ESEA                                  |  |  | - Description of coordination along with any forms/reports that show what was decided through coordination   |  |
| IA 1115(c)(1) | 11. Are other assessment instruments used, in conjunction with the MEA to determine the instructional needs of disadvantaged students and to measure their on-going progress in comparison with other students, at the classroom level, at the school level, or at the LEA level? Sec. 1115(c)(2)(B), ESEA |  |  | - Are there interim assessments to determine student progress? Are all students included: SpEd LEP? Exit criteria? Actions to ensure that accommodations are applied?  |  |
| IA 1116       | 12. For schoolwide programs only--Have the requirements of schoolwide programs been met Section 1116   |  |  | - Evidence that the SAU provides guidance to schools about the development, implementation, and evaluation of swp programs and program requirements<br>- Evidence that the SAU provides guidance to schools about the development, implementation, and evaluation of swp programs and program requirements<br>- Evidence that the swp programs are reviewed and evaluated annually and revised accordingly |  |

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|                  |   |                  |                   | <ul style="list-style-type: none"> <li>- Copy of the swp plan that include the ten required components</li> <li>- Evidence that funds have been consolidated in the swp and the intend</li> <li>- Evidence that the swp program is designed to upgrade the educational program for all students, especially those most at risk of not meeting Maine's standards</li> </ul>   |                                      |
| IA 1116 and 1118 | 13 . Does the LEA annually: a. Review the Title I program in each school, and b. Results used for school improvement planning. Examples might include written reviews; minutes of meetings. [NCLB Section 1116 and 1118]    |                  |                   | - Evidence of how the program has been used to evaluate the Title IA Program, including data reviewed, names of reviewers, meeting dates, minutes  |                                      |
| IA 1116(a)       | 14. Have all Title IA schools made Adequate Yearly Progress? Sec. 1116(a), ESEA   |                  |                   | - -Copy of notification letters to parents.  |                                      |
| IA 1116(b)       | 14a. If no, is there a LEA and individual school plan to improve student performance 1116(b)? Please have a copy of the plan(s) available.  |                  |                   | <ul style="list-style-type: none"> <li>- Copy of CIPS Plan. Documentation to show parent notification? District can demonstrate knowledge of AYP definitions, full academic year, LEP requirements, etc. and can demonstrate that students were coded correctly.</li> <li>- Evidence that any school in need of improvement has received assistance from the SEA and how this assistance has been implemented—minutes of meetings, sign in sheets at staff development etc.</li> </ul> |                                      |
| IA 1118          | 15. Are parents/guardians informed that their child has been selected for Title IA services in Targeted Assistance Schools? Please have a copy of this notification available. Title I, Part A, Policy Guidance, April 1996 |                  |                   | - Sample selection letters   |                                      |

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| IA 1118        | 16. Does the LEA have a written Parent Involvement Policy that is developed jointly with parents and describes how the LEA will: a. Involve parents in the Title I plan (Consolidated Grant Application); b. Assist schools in parent involvement activities to improve student academic achievement; c. Build capacity for parent involvement; d. Coordinate parent involvement with other programs such as Head Start and Even Start; and e. Conduct, with the involvement of parents, an annual review of the policy. Sec. 1118 |                  |                   | <ul style="list-style-type: none"> <li>- Copy of the LEA Parent Involvement Policy.</li> <li>- Evidence that parents have been informed about the parent resource center (PIRC)</li> <li>- Evidence that announcements/communication with parents is available in the appropriate languages</li> <li>- Evidence that measures have been taken to increase parental involvement</li> <li>- Evidence that parents have been informed on the process of developing/revising parental involvement policies, including the timeline and method used</li> </ul> |                                      |
| IA 1118(a)(2)  | 17. Are all policies and procedures regarding parental/guardian involvement available in writing and distributed to Title IA parents? Please have these materials available. Sec. 1118(a)(2) and Sec. 1118(b)(1), ESEA   |                  |                   | <ul style="list-style-type: none"> <li>- Evidence that policies/procedures have been made available.</li> <li>- Notices</li> <li>- Newsletters</li> <li>- Handbooks</li> </ul>  |                                      |
| IA 1118(a)(2), | 18. Has the LEA developed training programs for parents of Titles IA children that reflect their needs and evaluated the effectiveness of these training programs and parental involvement activities? Please have a copy of the needs assessment and schedule available for reviewers. Sec. 1118(a)(2), ESEA  |                  |                   | <ul style="list-style-type: none"> <li>- Announcement of sessions</li> <li>- sign in sheets</li> <li>- parent evaluation sheets</li> <li>- log of parent comments</li> </ul>  |                                      |
| IA 1118(c)(1)  | 19. Does each Title I school have a written Parent Involvement Policy that describes how the school will: a. Hold an annual Title I parent meeting; b. Provide opportunities for meetings with parents on a regular basis for decisions relating to the education of their child, such as parent conferences; c. Offer meetings at flexible times; d. Provide information about the Title I program, school curriculum, assessments and proficiency levels; and e. Involve parents in the planning and                             |                  |                   | <ul style="list-style-type: none"> <li>- Announcement and sign in sheet for annual Title I parent meeting</li> <li>- Evidence that parents were involved in decisions— announcements, surveys, newsletters,</li> <li>-</li> </ul>   |                                      |

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|                | review of the Title I program? Sec. 1118(c)(1)  |  |  |   |  |
| IA 1118(d)(1), | 20. Does each Title I school have a written Parent/School Compact that: a. Indicates how the school will provide instruction that enables the student to meet academic achievement standards; b. Indicates how the parents will support their child's learning; and c. Addresses the importance of ongoing communication. Please have a copy available. Sec. 1118(d)(1), ESEA |  |  | <ul style="list-style-type: none"> <li>- Evidence that district and school parental involvement policies/Parent Compact are distributed to parents</li> <li>- Copies of district/school parental involvement policies—evidence that each is updated periodically.</li> </ul>                |  |
| IA 1118(d)(2)  | 21. Are parents/guardians of Title IA students informed about the progress their children are making? Please have copy of progress reports and other reports sent to parents available. Sec. 1118(d)(2)(B), ESEA  |  |  | <ul style="list-style-type: none"> <li>- Sample Title I progress reports</li> </ul>   |  |
| IA 1119(a)(3)  | 22. Does the LEA have a professional development plan to ensure that all teachers teaching within the school district are highly qualified not later than the end of the 2005-06 school year? Please have a copy of the plan available. Sec. 1119(a)(3) ESEA and Ch. 125, Sec. 808  |  |  | <ul style="list-style-type: none"> <li>- Professional Development Plan</li> <li>- Individual Action Plans</li> </ul>  |  |
| IA 1119(b)(1)  | 23. Do professional development activities support instructional practices that are proven effective for disadvantaged students and their achievement of the Learning Results? Sec. 1119(b)(1)(A), ESEA   |  |  |   |  |
| IA 1119(g)(3)  | 24. Do Title IA Education Technicians work under the supervision of certified teachers? Sec. 1119(g)(3) ESEA  |  |  | <ul style="list-style-type: none"> <li>- Evidence that Title I instructional paraprofessionals meet the NCLB hiring requirements.</li> <li>- Staff Schedules, description of how Title I instructional ed techs work under the direct supervision of a highly qualified teachers</li> </ul> |  |
| IA 1119(g)(3)  | 25. Are Title IA staff scheduled for non-instructional duties (e.g. playground, recess, bus duty)? Please have a copy of this schedule available for reviewers. Sec. 1119(g)(3)(B), ESEA  |  |  | <ul style="list-style-type: none"> <li>- Staff schedules, including time spent on non-instructional activities</li> </ul>   |  |
| IA 1119(h)     | 26. Do all NCLB staff, including Education Technicians, have opportunities to participate in professional development offerings? Sec. 1119(h) ESEA  |  |  | <ul style="list-style-type: none"> <li>- List of professional development offerings—attendance by ed techs</li> </ul>   |  |

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| IA 1119(h)(2)     | 27. Do NCLB staff, teachers and principals participate in the development of this plan? Sec. 1119(h)(2) ESEA  |                  |                   | Documentation of planning, agenda, minutes, list of planning committee members   |                                      |
| IA 1120(d)        | 28. The control of funds, materials, and equipment purchased with NCLB funds is with the public school.   |                  |                   | - NCLB inventory, financial records, purchase orders, etc.   |                                      |
| IA 1120A(c)       | 29. Does the LEA maintain comparability by completing the State Title IA Comparability Report? Sec. 1120A(c), ESEA [Note: Not all districts need to document comparability]   |                  |                   | - Comparability Report   |                                      |
| IA 1120A(c)       | 29 a. Does the LEA have the support documentation for the reported staff/students ratios in the current State Title IA Comparability Report?  |                  |                   | - Support documents used to complete worksheet calculations:<br>- Student enrollment<br>- Staff listings.  |                                      |
| IA 722 (g)(1)(J), | 30. Has the district assigned a Homeless Liaison? Sec. 722 (g)(1)(J), ESEA  |                  |                   | - Name of the homeless liaison. Evidence that the liaison has attended meetings and collaborated with Title I.   |                                      |
| IA A-87           | 31. Have split funded Title I staff maintained monthly time distribution sheets? OMB Circular A-87(h)(4) Have samples available.  |                  |                   | - Sample certification forms   |                                      |
| IC                | 1. Does the LEA have a Migrant Education Parent Advisory Council? Please provide a meeting schedule. Sec. 1304(c)(3)  |                  |                   | - Schedule<br>- Minutes<br>- Sign-in sheet   |                                      |
| IC                | 2. Are migrant students identified for priority of services (failing, or most at risk of failing, to meet State's challenging academic content and achievement standards and whose education has been interrupted during the regular school year? Sec. 1304 (d) |                  |                   | - record of assessment<br>- Documentation of individual student needs  |                                      |
| IC                | 3. Is there evidence that the LEA actively recruits migrant children following migrant eligibility regulations? Section 1304 ( c ) (7), 1309 (2)  |                  |                   | - Is there a recruiter trained by the State MEP available?<br>- Are there completed Certificates of Eligibility on file for each student?<br>- Notice publicly posted? |                                      |
| IC                | 4. Does the LEA program identify and follow-up on measurable goals and outcomes? Section 1306 (a) (1) (D)   |                  |                   | - LEA service delivery plan  |                                      |

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| IIA | 1. Does the LEA have documentation in the NCLB section of the Comprehensive Education Plan for items A-I of the NCLB Needs Assessment and Planning - Title IIA form.(See pages E-ii and E-iii of the NCLB Consolidated Application) Sec. 2122, ESEA           |                  |                   | - Title IIA Needs Assessment and Planning page from Consolidated Application.  |                                      |
| IIA | 2. Did teachers, paraprofessionals, principals, other relevant school personnel (including Title IA) and parents collaborate in the planning of the activities carried out under Title IIA? Sec. 2122; Sec 1119(h)(2), ESEA                                   |                  |                   | - Committee participants<br>- Meeting minutes<br>- Parent survey   |                                      |
| IIA | 3. Are activities funded through Title IIA based on the results of an assessment of the LEAs needs for professional development and hiring, and part of a comprehensive development plan? Sec. 2122 and Sec.1119(a), ESEA and Chapter 125 Sec. 808            |                  |                   | - Needs Assessment Results<br>- Documentation of identified need areas   |                                      |
| IIA | 4. Are activities funded through Title IIA based on a review of scientifically based research and reasonably be expected to improve student academic achievement? Sec. 2122, ESEA   |                  |                   | - Title IIA project pages  |                                      |
| IIA | 5. Do activities funded through Title IIA target schools within the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size and/or are identified for school improvement under section 1116(b)? Sec. 2122, ESEA |                  |                   | - Comparison of schools using these three criteria and, if inequities, how funds were targeted to address these inequities |                                      |
| IIA | 6. Are activities funded through Title IIA coordinated with professional development activities provided through other Federal (including Title IA and Title IID), State, and local programs? Sec. 2122, ESEA   |                  |                   | - NCLB application<br>- Documentation of other PD activities with program notes, agendas, lists of meeting participants    |                                      |
| IIA | 7. Are activities funded through Title IIA aligned with the <i>Learning Results</i> (including aligned curricula, programs and assessments)? Sec. 2122, ESEA  |                  |                   | - Samples of curricula and assessments as aligned with <i>Learning Results</i>   |                                      |
| IID | 1. Is 25% of Title IID funds spent on staff development? Sec. 2416(a)(1) , ESEA   |                  |                   |  |                                      |

| CAT | Monitoring Components (Revised 12/7/04)  | Yes<br>No<br>N/A | Staff Responsible | Examples of Evidence To Be Reviewed by State NCLB Staff | Compliance<br><b>[FOR STATE USE]</b> |
|-----|--|------------------|-------------------|---|--------------------------------------|
| IID | 2. Is the district's technology plan current? Sec. 2414(a), ESEA   |                  |                   |   |                                      |
| IV  | 1. Does the SAU have a policy(ies) that prohibits disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students? NLBA Sec. 4114; Maine Title 20-A, Pt. 2, Ch. 101, Sec. 1001   |                  |                   | - Copy of policy  |                                      |
| IV  | 2. Does the SAU have a plan(s) that specifies security procedures at school and while students are on the way to and from school? NCLBA Sec. 4114; Maine Title 20-A, Pt. 2, Ch. 101, Sec. 1001   |                  |                   | - Copy of plan  |                                      |
| IV  | 3. Does the SAU have a crisis management plan(s) for responding to violent or traumatic incidents on school grounds? NCLBA Sec. 4114; Maine Title 20-A, Pt. 2, Ch. 101, Sec. 1001  |                  |                   | - Copy of plan  |                                      |
| IV  | 4. Does the SAU have a code of conduct policy(ies) for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that allows a teacher to communicate effectively with all students in the class; allows all students in the class to learn; has consequences that are fair, and developmentally appropriate; considers the student and the circumstances of the situation; and is enforced accordingly? NCLBA Sec. 4114; Maine Title 20-A, Pt. 2, Ch. 101, Sec. 1001 |                  |                   | - Copy of policy  |                                      |
|     |  |                  |                   |   |                                      |

Revised 10/15/07