


**New Jersey Department of Education ▪ No Child Left Behind Act of 2001
 FY 2008-09 – Draft NCLB Consolidated Monitoring Tool (as of 8/29/2008)**

<u>COMPLIANCE RATING</u>		
Compliant <i>Strong evidence that supports approved application and compliance</i>	Partially Compliant <i>Limited evidence that supports approved application and compliance</i>	Noncompliant <i>No evidence to support approved application and compliance</i>
Subgrantee provides sufficient evidence identified for meeting the compliance requirement and implementation of the approved NCLB Consolidated Subgrant Application.	Subgrantee is able to provide limited evidence identified for meeting the compliance requirement and implementation of the approved NCLB Consolidated Subgrant Application.	Subgrantee is unable to provide sufficient evidence identified for meeting the compliance requirement and implementation of the approved NCLB Consolidated Subgrant Application.


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AREA I: OVERARCHING REQUIREMENTS (OR)							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
A. Comprehensive Needs Assessment							
OR1	The needs assessment is supported by data and materials.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Title I Unified Plan, documents, data and materials used in the needs assessment process. Interview Project Director. 				
OR2 	Priority problem(s) are supported by the comprehensive needs assessment process.	<i>NCLB §1112, 2122, 2414, 3115, 4114-4115, 5133, 6223</i>	<ul style="list-style-type: none"> Review priority problems to ensure that they target the schools and students with the greatest need for services, as supported by the findings of the data-based needs assessment. 				
OR3	For the problems selected by the district, an adequate description is provided that identifies the target population, causes of the problem, identification of the data source, analysis of the data, areas to be measured, the measurement tool, specific school performance targets, prior year's outcomes, and the person responsible for implementation.	<i>NCLB §1112 2122, 2414, 3115, 4114-4115, 5133, 6223</i>	<ul style="list-style-type: none"> Review the description of the selected problems to ensure that the required information is adequately provided. 				
OR4	If CAPA reviews were held at district schools, prioritized recommendations relating to the district are incorporated into the program plan as appropriate.	<i>NCLB §1116</i>	<ul style="list-style-type: none"> Review CAPA priorities and program plan. Verify activities 				
OR5	If district schools missed AYP indicators, the program plan addresses the content areas and target populations.		<ul style="list-style-type: none"> Review AYP reports and program plans. 				
B. Program Plan							

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OR6 📁	Each of the specified programs, services and/or activities for the public schools in the application or subsequent amendment is being implemented. (If no waiver request(s) have been approved for the programs, services and/or activities.)	<i>NCLB §1112 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> • Agendas, purchase orders, flyers • Interview NCLB Project Director and staff involved in the program activity implementation. • Class schedules • Teacher schedules • Teacher interviews (if necessary) 				
OR7	Each of the programs, services or activities specified in the application or subsequent amendment is being implemented.	<i>NCLB §1112 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> • Interview program implementers, parents and students. • Interview Project Director. • Observe program implementation. • Review purchased materials, agendas, purchase orders, flyers, board of education minutes, correspondence, evaluation results or other implementation products. 				
OR8 📁	All positions have been filled according to the approved application: <ul style="list-style-type: none"> • Number of teachers: • Number of paraprofessionals: • Number of other staff : List type(s) of other staff: 	<i>NCLB §1112 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> • Staff schedules. • Staff roster • Time sheets. • Interview NCLB Project Director and selected staff. • Waiver request, if applicable 				
OR9 📁	For partially funded positions documentation and interviews support the appropriate percentage of time dedicated to grant funded activities.		<ul style="list-style-type: none"> • Class schedules • Teacher schedules • Master schedule • Interview central office staff 				


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OR10 	Professional development is of high quality and provided to teachers, principals and, as appropriate, other instructional staff. High-quality PD is sustained and classroom-focused; provides scientifically based instructional strategies for diverse student population; or increases knowledge in academic areas.		<ul style="list-style-type: none"> Professional development activities in the program plan. Interview participants. Review agendas, sign-in sheets, professional development committee minutes. 				
C. Performance Targets							
OR11	Baseline performance is specified for each priority problem and is supported by the comprehensive needs assessment.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Baseline data is identified and is consistent with the findings of the needs assessment. Review documentation (e.g., data bases, surveys, reports, evaluation results, focus group discussion outcomes, interview-consultation results) Interview the Project Director and review the needs assessment 				
OR12	For each selected problem, performance targets are specified for the next three years and are supported by the comprehensive needs assessment.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Review documentation that supports that there is a mechanism to measure and track performance for the next three years. Interview the Project Director and review the needs assessment. 				
OR13	For each performance target, the actual achievement obtained is identified.		<ul style="list-style-type: none"> Review the achievement of the performance targets using the outcomes specified by the measurement tool. 				

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				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
			<ul style="list-style-type: none"> Documentation (e.g., databases, surveys, reports, evaluation results) supports that each performance target is being achieved as planned. 				
D. Coordination and Participation							
OR14 📁	Programs are coordinated with each other and with other NCLB programs.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Review program documentation that supports coordination as specified in the application. Interview NCLB Project Director to verify implementation and coordination. Meeting notes, staffing patterns. 				
OR15	Programs are coordinated among the subgroups within the district.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Master schedule Interview NCLB Project Director and central office staff. 				
OR16	The district has demonstrated activities that support the timely, meaningful, and on-going consultation process with the application participants.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Review documentation (sign-in-sheets, meeting notes, invitational letters) for timely, meaningful, and on-going consultation process 				
OR17	For consortium applications, services are provided to all participating districts and private schools		<ul style="list-style-type: none"> Review documentation supporting that services are provided to all participating districts and private school as specified in the application. 				
E. Equitable Access							
OR18	Equitable Access is ensured for all program participants (students, teachers, and other		<ul style="list-style-type: none"> Review demographic data regarding Title I students. 				

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	beneficiaries) regardless of gender, race, national origin, color, disability, or age.		<ul style="list-style-type: none"> Interview superintendent/central office staff to establish what accommodations are made for special needs teachers, parents, etc. 				
F. Consultation							
OR19 	The district has consulted with all required parties in the development and implementation of the funded programs and activities.	<i>NCLB §1112, 2122, 2414, 3115, 4114, 5133, 6223</i>	<ul style="list-style-type: none"> Review the documentation (sign-in-sheets, meeting notes, invitational letters) that all required parties were included in the consultation process for development and implementation of the funded programs and activities. 				
G. Complaint Policy and Procedures (The district has a system for ensuring fair and prompt resolution of complaints)							
OR 20	Complaint policy and procedures	<i>GEPA 432</i>	<ul style="list-style-type: none"> Procedure/policy documents If applicable-Report on resolution If applicable- Evidence that complaints are addressed, investigated and resolved in a timely manner Process to disseminate the policy to the general population Interview NCLB Project Director 				
OR21	Complaints are addressed, investigated and resolved in a timely manner		<ul style="list-style-type: none"> Procedures for tracking complaint process Reports on resolution of complaints Documents indicating that complaint procedures are implemented 				
H. Title IX: Access to High School Students and Information on Students by Military Recruiters							
OR22	When requested, the district has provided	<i>NCLB §9528</i>	<ul style="list-style-type: none"> Requests from military recruiters and 				

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	students' names, addresses, and telephone listings to military recruiters, college recruiters and employers.		district's response				
OR23	The district has distributed the "opt-out" form to parents and adult students.	NCLB §9528	<ul style="list-style-type: none"> Correspondence sent to parents and adult students. 				
OR24	The district maintains a record of parents and students that have requested to "opt-out" of complying with requests from military recruiters, college recruiters and employers.	NCLB §9528	<ul style="list-style-type: none"> File of returned "opt-out" forms. 				
I. Equipment and Related Property							
OR25	Controls are in place to protect assets acquired with grant funds.	OMB Circular A-87; EDGAR 80.32	<ul style="list-style-type: none"> Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment Lease agreements 				
OR26	Property/equipment records are maintained that include a description, serial number, source, and acquisition cost and date.		<ul style="list-style-type: none"> Inventory records 				
OR27	An inventory, up-dated within the last year, exists of equipment purchased with grant funds that includes the property record, its location, condition, and, if it was disposed of, the sale price or its fair market value.		<ul style="list-style-type: none"> Inventory records Purchase orders Receipts 				
OR28	Control systems are in place to prevent loss, damage, or theft.		<ul style="list-style-type: none"> Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I 				






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				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
			equipment				
OR29	Adequate maintenance procedures keep the property in good condition.		<ul style="list-style-type: none"> • Policies and procedures addressing the procurement, recording, custody, use and disposition of Title I equipment 				

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AREA II: FISCAL REQUIREMENTS – TITLE I						
Compliance Requirement		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
A. Comparability: (NCLB §1120)						
F1	The district has met the Comparability requirement.	<ul style="list-style-type: none"> Comparability report, records to document salary schedule and policy, source documents to support calculations, and compliance procedures. 				
F2	The Comparability report data is consistent with the district's ASSA data.	<ul style="list-style-type: none"> Comparability report ASSA submission 				
B. Carry-over (NCLB §1127)						
F3	The district complies with the carry-over provisions of Title I.	<ul style="list-style-type: none"> NCLB Final Report showing status of carry-over indicates that the carryover was redistributed to participating areas and schools in accordance with allocation procedures (PPA) Carry-over funds were designated for required reservations such as parent involvement and professional development (SINIs and DINIs only). 				
F4	The district requested (and received) a waiver from the SEA if the carry-over from the prior year exceeds 15%.	<ul style="list-style-type: none"> Waiver documentation Waiver request on file at OGM 				
F5	The district did not carry over more than 15% of its allocation if the waiver request was denied.	<ul style="list-style-type: none"> NCLB Consolidated Application 				
C. Title I School Allocations – Rank Order (NCLB §1113; 34 CFR Part 200 §200.77-200.78)						
F6	The district only serves eligible schools in rank order and all schools above 75% poverty are served.	<ul style="list-style-type: none"> EWEG Eligibility Page CAFR 				
F7	The district indicates whether it has grouped attendance areas or schools by grade span for those schools that have a poverty rate of less than 75%.	<ul style="list-style-type: none"> EWEG 				

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D. Supplement Not Supplant (NCLB §1120A(b))						
F8	Title I funds are used to supplement, not supplant, programs/activities.	<ul style="list-style-type: none"> • Purchase orders, expenditures and audit reports. • CAFR 				
E. Reserves: The district complies with requirements regarding the reservation of funds. (NCLB §1113, §1116, §1118)						
F9  	<u>Services to Specialized Populations</u> The district has reserved funds necessary to provide services comparable to those provided to children in Title I-funded schools to serve: <ul style="list-style-type: none"> • Homeless children (must reserve) • Neglected children in local institutions (if appropriate) • N & D children in community day schools and delinquent children in local institutions (if appropriate) 	<ul style="list-style-type: none"> • EWEG budget pages • Line items can be followed • Expenditures are charged to the line items. 				
F10 	<u>SES/School Choice</u> The district has expended 5% for transportation, 5% for supplemental services, and 10% for transportation/supplemental educational services or both, unless a lesser amount is needed.	<ul style="list-style-type: none"> • EWEG budget pages • Line items can be followed • Expenditures are charged to the line items 				
F11 	<u>Schools in Improvement</u> The district has not given its schools in corrective action or restructuring less than 15% of their previous year's allocation.	<ul style="list-style-type: none"> • Schools' budgets reflect allocations reported on the approved Title I Allocation Worksheet 				
F12 	<u>Parental Involvement</u> The district has reserved 1% of its allocation for parental involvement and that 95% of those funds have been distributed to the schools (applies if allocation is \$500,000 or more).	<ul style="list-style-type: none"> • Procedures for allocation of 95% to schools. • 95% allocated to schools • Line item reflects 1% • EWEG budget pages reflect the 1% allocation 				

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F13	<u>Schools in Need of Improvement</u> Schools in need of improvement use at least 10% of their Title I, Part A allocation professional development.	<ul style="list-style-type: none"> • 10% the allocation of schools in need of improvement is tracked by the district for professional development 				
F14	<u>Districts in Need of Improvement</u> Districts in need of improvement use at least 10% of their allocation for professional development to address the instructional needs of staff. This amount may include the 10% allocated for professional development in the district's schools in need of improvement.	<ul style="list-style-type: none"> • PD plans • PD expenditures charged year to date (General ledger) • Purchase orders 				
F. Grant-Funded Staff, Services and Reimbursable Costs (NCLB §1112)						
F15 📁	For partially funded positions documentation and interviews support the appropriate percentage of time dedicated to grant- funded activities.	<ul style="list-style-type: none"> • Class schedules • Teacher schedules • Master schedule • Staff interviews 				
F16 📁	For fully funded positions documentation and interviews support the appropriate percentage of time dedicated to grant- funded activities.	<ul style="list-style-type: none"> • Class schedules • Teacher schedules • Master schedule • Staff interviews 				
F17	Only allowable services supporting grant objectives are charged as direct costs of the grant as approved in the budget.	<ul style="list-style-type: none"> • Schedules of funded staff • General ledger for Fund 20 and all purchase orders for current year • CAFR 				
F18	The costs for travel, meals, conferences, training, and other incidental costs conform to cost principles and the organization's policies limiting these costs. Documentation includes the content of the event to which these costs are incidental and participants.	<ul style="list-style-type: none"> • General ledger for Fund 20 and all purchase orders for current year • Final invoices and conference agendas 				
F19	Travel costs, including transportation, lodging, subsistence, and other costs associated with travel status, are charged to the grant when travel is essential for carrying out grant	<ul style="list-style-type: none"> • General ledger for Fund 20 and all purchase orders for current year 				

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	objectives and when costs do not exceed charges allowed by the organization in its normal operations.					
F20	Only memberships, subscriptions, and professional activities related to grant objectives are charged to the grant.	<ul style="list-style-type: none"> • General ledger for Fund 20 and all purchase orders for current year 				
F21	Costs identified as unallowable by federal circular, statute, regulation, or prohibited by the grant agreement are not charged to the grant.	<ul style="list-style-type: none"> • General ledger for Fund 20 and all purchase orders for current year • CAFR 				
G. Consolidation of Funds in Title I Schoolwide Programs						
F22	Fund are consolidated from allowable federal programs	<ul style="list-style-type: none"> • Interview NCLB Director • CAFR 				
F23	The amount of federal funds consolidated for each grant year is available.	<ul style="list-style-type: none"> • NCLB Consolidated Application • Interview NCLB Director • CAFR 				
F24	Semi-annual time and activity reports are certified by staff.	<ul style="list-style-type: none"> • Interview NCLB Director • Time and Activity Reports 				

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AREA II: FISCAL REQUIREMENTS – TITLE II, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
F25	Funds have been targeted to schools that: (A) have the lowest proportion of highly qualified teachers; (B) have the largest average class size; or (C) are identified for school improvement under section 1116(b).		<ul style="list-style-type: none"> For each school in the district, review the: qualifications of the teachers (i.e.: Certified Staff Report); student-to-teacher ratios; and school improvement identification status Documentation supports that professional development funds are directed to the schools that: (A) have the lowest proportion of highly qualified teachers; (B) have the largest average class size; or (C) are identified for school improvement under section 1116(b) 				

AREA II: FISCAL REQUIREMENTS – TITLE II, PART D							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
F26  	Twenty-five (25) percent of the allocation is expended for on-going, sustained, high quality professional development focused on integrating educational technology into curriculum and instruction unless a waiver is granted.		<ul style="list-style-type: none"> NCLB Online Application Purchase Orders District professional development plans for the previous and current year Professional Development offerings and descriptions Professional Development sign in 				


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AREA II: FISCAL REQUIREMENTS – TITLE II, PART D							
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Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
			<p>sheets</p> <ul style="list-style-type: none"> • Purchase orders confirm at least 25% of the public school allocation was expended on educational technology professional development 				
F27 	Expenditures in the application correspond to the allowable uses indicated in the application.		<ul style="list-style-type: none"> • NCLB Online Application (Expenditures correlate to the allowable use categories selected for the expenditures.) • Purchase Orders (All purchase orders related to the 25% professional development requirement as well as a random sampling of other purchase orders correlate to the allowable uses indicated in the NCLB Online Application.) 				
F28 	Carry Over: If funds from the previous year are being carried over into the current funding year, the 25% professional development requirement for the previous year is satisfied.		<ul style="list-style-type: none"> • NCLB Final Report • Previous year's NCLB Online Application (The 25% professional development (PD) requirement for the previous year has been satisfied.) • Current year's NCLB Online Application (If the 25% PD requirement for the previous year is not met, then the remaining PD amount is added to the current year's application for PD.) 				

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AREA II: FISCAL REQUIREMENTS – TITLE III, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
F29	Title III funds are used to supplement, not supplant, state and local funds in providing services to LEP and immigrant children and youth.		<ul style="list-style-type: none"> Review expenditure reports Documentation supports that Title III activities were used for supplemental activities and not to support a district's general operating budget or programs previously funded with local or other operating funds 				

AREA II: FISCAL REQUIREMENTS – TITLE IV, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
F30	The district has not used funds for construction, except for minor remodeling needed to accomplish the purposes of Title IV, Part A.		<ul style="list-style-type: none"> Review expenditure reports or invoices to verify that no funds were used for prohibited construction 				




AREA II: FISCAL REQUIREMENTS – TITLE V, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
F31 	Funded activities are in compliance with the allowable activities under Title V.	<i>NCLB §5131</i>	<ul style="list-style-type: none"> NCLB Application Purchase orders and payment vouchers 				

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AREA II: FISCAL REQUIREMENTS – TITLE VI, PART B							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
F32	Rural Low-Income School funds are used for only allowable programs/activities as specified.	<i>NCLB §6222</i>	<ul style="list-style-type: none"> NCLB Consolidated Application Purchase orders and expenditure reports 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I						
<i>Assurances</i> <input type="checkbox"/> Not applicable						
Compliance Requirement <i>(NCLB §1114-1116; NCLB §1120(A)(c); 34 CFR Subpart C; OMB Circular A-110)</i>		Evidence	Compliance Rating			Comments
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P1	The district works with each Title I school to develop and implement plans to ensure that each school meets adequate yearly progress.	<ul style="list-style-type: none"> Review the involvement activities by the district to ensure adequate yearly progress Interview central office staff Planning committee minutes and agendas 				
P2	The district and eligible schools have funded programs/activities identified in the program plan, which are allowable.	<ul style="list-style-type: none"> Program plan and budget detail; Review district audit and Title I audit, if available, for exceptions/findings Eligibility page 				
P3	Budgeted funds are allowable under Title I and support the activities identified in the program plan.					
P4	Only eligible schools are served.					

AREA III: PROGRAM REQUIREMENTS – TITLE I						
<i>School Improvement (School Choice)</i> <input type="checkbox"/> Not applicable						
Compliance Requirement <i>NCLB §1116(b)(1)(D)(E); NCLB §1112(g)(4)</i>		Evidence	Compliance Rating			Comments
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P5  	Each school in need of improvement has notified parents of the status of the school and included the following elements: <ul style="list-style-type: none"> Comparison of school to others in district and state, Reasons why school is in status, School’s actions to address the problems, District’s and State’s actions to address the problems, Parent’s actions to help address the problems, Parental options—choice and/or SES 					
P6 	The district provides guidance to schools regarding the implementation of public school choice: <ul style="list-style-type: none"> Transportation 	<ul style="list-style-type: none"> Documents (agendas, sign-in sheets, meeting notes) from relevant meetings with school staff 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I						
School Improvement (School Choice) <input type="checkbox"/> Not applicable						
Compliance Requirement <i>NCLB §1116(b)(1)(D)(E); NCLB §1112(g)(4)</i>		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	<ul style="list-style-type: none"> • Communication • Capacity Plans 	<ul style="list-style-type: none"> • Bus schedules • Log of parent requests • Budget expenditures • Communication between district and schools (i.e., phone messages, emails, etc.) • Interdistrict plans if all public schools within a district are in improvement, if applicable. 				
P7 📁	Before the beginning of the school year, each school in Year 2 and notified parents of their choice options.	<ul style="list-style-type: none"> • Dated parent letter that includes: <ul style="list-style-type: none"> ➢ Information for parents regarding the child's eligibility to attend another public school ➢ Identification of each public school or charter school from which the parent can select ➢ Information on the academic achievement of the schools from which the parents may select. ➢ Application to Request Transfer • Dissemination of choice option information through a variety of means (e.g., newspaper, poster, and the Internet) 				
P8 📁	Written record of parent inquiries and complaints regarding public school choice, and their resolution.	<ul style="list-style-type: none"> • Number of children requesting, accepting transfers and to what schools. • Phone logs • Copies of email inquiries and responses • Formal letters of meetings • Complaints and follow-up activities 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I						
School Improvement (School Choice) <input type="checkbox"/> Not applicable						
Compliance Requirement <i>NCLB §1116(b)(1)(D)(E); NCLB §1112(g)(4)</i>		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P9 📁	Each school in need of improvement has school choice opportunities and has developed selection criteria, if the school does not lack capacity.	<ul style="list-style-type: none"> Review the choice options and the selection criteria 				
P10 📁	Documentation supports the lack of capacity for school choice for each school in need of improvement that is specified.	<ul style="list-style-type: none"> Verify the reasons for the lack of choice capacity 				
P11 📁	If school choice is not feasible, the DISTRICT has offered supplemental educational services.	<ul style="list-style-type: none"> Review parent notification of supplemental educational services, data to indicate the number of students who received supplemental educational services 				



AREA III: PROGRAM REQUIREMENTS – TITLE I						
School Improvement (Supplemental Educational Services) <input type="checkbox"/> Not applicable						
Compliance Requirement <i>NCLB §1116(e)</i>		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P12 📁	<p>Each school in Year 3 and above has notified parents of eligible students of the opportunity for SES. The letters meet the following requirements:</p> <ul style="list-style-type: none"> ➤ Easy to understand, in a uniform format, in a language parents can understand. ➤ Identify NJDOE’s approved SES providers within geographic area of district and availability of other providers including those using technology. ➤ Describe services, qualifications, & evidence of effectiveness of each provider. ➤ Describe procedures & timelines parents must follow in selecting a provider for their child. ➤ Does the timeline provide sufficient time for parents to respond? (A minimum of 3-4 weeks should be allowed). 	<ul style="list-style-type: none"> Review notification letter and verify compliance with all required elements 				

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<i>School Improvement (Supplemental Educational Services)</i> <input type="checkbox"/> Not applicable						
Compliance Requirement <i>NCLB §1116(e)</i>		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P13 📁	Each school in need of improvement is making supplemental educational services available to eligible students.	<ul style="list-style-type: none"> Review the list of students requesting supplemental services. 				
P14 📁	Each school in need of improvement has implemented the selection criteria for determining student eligibility for supplemental educational services.	<ul style="list-style-type: none"> Review the documented selection criteria if parent response exceeds funds Determination of family income (<i>Must be based on the same criteria that the district uses to make allocations to schools under Title I</i>) Criteria for priority selection (if applicable) 				
P15 📁	Sample of agreement/contract between district and selected providers that meets statutory requirements.	<p>Contracts for each provider and the district that meet statutory requirements.</p> <ol style="list-style-type: none"> Specific achievement goals for the student, which must be developed in consultation with the student’s parents [Section 1116(e)(3)(A)]; A description of how the student’s progress will be measured and how the student’s parents and teachers will be regularly informed of that progress [Section 1116(e)(3)(A) and (B)]; A timetable for improving the student’s achievement [Section 1116(e)(3)(A)]; A provision for termination of the agreement if the provider fails to meet student progress goals and timetables [Section 1116(e)(3)(C)]; Provisions governing payment for the services, which may include provisions addressing missed sessions [Section 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I						
<i>School Improvement (Supplemental Educational Services) <input type="checkbox"/> Not applicable</i>						
Compliance Requirement <i>NCLB §1116(e)</i>		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
		1116(e)(3)(D); f. A provision prohibiting the provider from disclosing to the public the identity of any student eligible for or receiving supplemental educational services without the written permission of the student’s parents [Section 1116(e)(3)(E)]; and g. An assurance that supplemental educational services will be provided consistent with applicable health, safety, and civil rights laws (see C-3 through C-5) [Section 1116(e)(5)(C)].				
P16	List of schools offering supplemental educational services and number of eligible students participating at each school.	<ul style="list-style-type: none"> Maintain a file in the Title I office that lists each school eligible to receive SES, identifying participation and provider. 				

AREA III: PROGRAM REQUIREMENTS – TITLE I						
<i>Parent Involvement</i>						
Compliance Requirement (<i>NCLB §1111(h), §1118</i>)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P17 	The district is using funds reserved for parental involvement on the EWEG Eligibility form (1% for grant over \$500,000 is required) to implement activities described in the application. (95% of these funds are used at the school level).	<ul style="list-style-type: none"> Title I section of EWEG. Unified Plan Parental involvement activity sign-in sheets, meeting agendas, etc. Interview NCLB Project Director 				
P18 	The district has developed, in conjunction with parents, a written parental involvement policy and has distributed the written policy to parents of participating students. The	<ul style="list-style-type: none"> Written parental involvement policy and documents that support implementation and distribution of the policy. Distribution date 				


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AREA III: PROGRAM REQUIREMENTS – TITLE I						
Parent Involvement						
Compliance Requirement (NCLB §1111(h), §1118)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	process involves parents on an ongoing basis.	must match date entered into EWEG				
P19 📁	The district has jointly developed a school-parent compact with parents of participating students in targeted assistance programs and parents of students in schoolwide programs.	<ul style="list-style-type: none"> School-parent-student compact and the process of development that includes all participants 				
P20 ☎️ 📁	An annual meeting has been held for parents of participating children to inform parents of the Title I program.	<ul style="list-style-type: none"> Minutes and the sign-in sheets of the annual meeting Correspondence inviting parents to attend annual meeting 				
P21 ☎️ 📁	The district has provided parents of LEP and disabled students with opportunities for participation including providing information in a language and form that is understandable to the parents.	<ul style="list-style-type: none"> Review documentation to verify that parents of LEP and disabled students were provided an opportunity to participate and that materials exist in a language that is understandable. Review correspondence in native language 				
P22 📁	Each Title I school meets the requirements of the Parents' Right- to-Know provision. (Letters were sent to all parents at the beginning of each school year informing them of their right to inquire about the qualifications of their child's teachers.)	<ul style="list-style-type: none"> Parents' Right-to-Know letter Parental requests for teachers' and paraprofessionals' professional qualification information and the timely response by the school 				
P23 ☎️ 📁	Letters were sent by November 1 of each year to the parents of any child who is taught by a teacher who has not yet met the highly qualified requirements. If after 4 weeks, any teacher that does not meet the Highly Qualified Teacher (HQT) requirements, each parent is notified.	<ul style="list-style-type: none"> Parents' Right-to-Know Initial and Follow-Up letters Certificated Staff Report Approved Highly Qualified Forms 				
P24	Parents/families of Limited English Proficient (LEP) students have been informed about how they can be involved in their child's education.	<ul style="list-style-type: none"> Written communication may include: newsletters, parent notices, brochures, and workshop and conference agendas in specific languages 				

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<p align="center">AREA III: PROGRAM REQUIREMENTS – TITLE I <i>Title I Unified Plan (Schoolwide Programs, Schools in Need of Improvement and Districts in Need of Improvement)</i> <input type="checkbox"/> Not applicable</p>							
Compliance Requirement (NCLB §1114)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P25	<p>Area 1: Comprehensive Needs Assessment and Priority Problems</p> <ul style="list-style-type: none"> • For each school in need of improvement/schoolwide program, the needs assessment is supported by data and materials. • For each school in need of improvement/schoolwide program, priority problem(s) are supported by the comprehensive needs assessment process. • For the priority problems selected by each school in need of improvement/schoolwide program, an adequate description is provided that includes the following: <ul style="list-style-type: none"> ➢ identifies the target population ➢ causes of the problem ➢ identification of the data source ➢ analysis of the data ➢ areas to be measured ➢ the measurement tool ➢ specific school performance targets ➢ prior year’s outcomes, and ➢ the person responsible for implementation. • For schools in need of improvement, the CAPA recommendations are incorporated into the program plan as priorities. • For schools in need of improvement, the program plan addresses the content areas and target populations of the missed AYP indicators. 	<ul style="list-style-type: none"> • Documents used in the needs assessment process. • Interview NCLB Project Director. • Review priority problems to ensure they are identified in the needs assessment. • Review the description of the selected problems to ensure that an adequate description is provided. • CAPA priorities and program plan. • Verify activities. • Review AYP report and program plans. 					

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<input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1114)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P26	Area 2: Data Collection and Analysis <ul style="list-style-type: none"> Data collected and analyzed are from multiple sources (local assessments, state assessments, alternate assessments, etc.). School data is compared with district and state data. The data are used to identify at-risk students 	<ul style="list-style-type: none"> School Improvement Committee documents (agendas, minutes, etc.) Comprehensive needs assessment documents (surveys, data charts, etc.) 					
P27	Area 3: Plan Development <ul style="list-style-type: none"> The Title I Unified Plan was developed in consultation with the School Improvement Plan Committee. The School Improvement Plan Committee includes parents and community representatives in the development and implementation of the Title I Unified Plan. The Title I Unified Plan is peer reviewed. The district is providing technical assistance to the school in the development and implementation of the Title I Unified Plan. 	<ul style="list-style-type: none"> School Improvement Committee documents (meeting schedules, membership list, agendas, notes, etc.) Review the method by which parents were involved in the development and implementation process. Peer review documents. 					
P28 	Area 4: Instructional Strategies/Programs/Activities <ul style="list-style-type: none"> The Plan addresses instructional strategies/programs/activities in the teaching of language arts literacy and math. The instructional strategies/programs/activities aligned to the school's comprehensive needs assessment? The Plan indicates how the strategies/programs/activities will be monitored for effectiveness throughout the school year and the person responsible. The school uses scientifically based programs to 	<ul style="list-style-type: none"> School Improvement Committee documents (minutes, agendas, etc.) Process for Identification of needs 					


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Compliance Requirement (NCLB §1114)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	<p>address the selected problem areas, which address the reasons the school is in need of improvement.</p> <ul style="list-style-type: none"> • The Plan includes individual measurable goals for each subgroup, including students with disabilities and limited English proficient students. • The Plan identifies activities to ensure that low-performing students are given effective, timely additional assistance • The Plan identifies additional assistance and intervention strategies in language arts literacy and mathematics. • The Plan describes a process to evaluate the effectiveness of the academic assistance services and make timely adjustments if a student continues to have difficulty. • The Plan identifies extended day opportunities. 						
P29	<p>Area 5: Transition Plan</p> <ul style="list-style-type: none"> • The Plan describes the process to assist preschool children in the transition from Early Childhood Programs (i.e., Head Start, Early Reading First, Even Start, or other pre-school programs) to kindergarten. • The Plan describes the process to assist children in the transition from elementary to middle and/or middle school to high school. 	<ul style="list-style-type: none"> • School Improvement Committee documents (minutes, agendas, etc.) 					

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<input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1114)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P30	<p>Area 6: Professional Development</p> <ul style="list-style-type: none"> • The Plan includes high-quality ongoing professional development for 1) teachers, 2) administrators and 3) paraprofessionals. • The Professional development activities are differentiated to meet the needs of the teaching staff (non-tenured and tenured, new to grade level/assignment). • The school monitors the integration of professional development strategies for integration in the classroom. • The plan describes the mentoring program and how the district professional development supports the program. 	<ul style="list-style-type: none"> • School Improvement Committee documents • Professional Development Plan • Professional Growth Plan • Classroom walk-through criteria/schedule • Professional development documents (agendas, sign-in sheets, and budget detail, etc.) 					
P31	<p>Area 7: Parent Involvement</p> <ul style="list-style-type: none"> • The Plan explains how current parent involvement practices help increase student achievement. • The plan links parent involvement to the priority problems. • The Plan identifies new parent involvement activities that will address students' academic achievement. • The Plan describes how the effectiveness of the new parent involvement activities will be monitored and the person responsible. 	<ul style="list-style-type: none"> • School Improvement Committee documents • Documents from parent involvement activities (flyers, agendas, handouts, etc.) 					

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<input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1114)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P32 	Area 8: Technical Assistance from the District <ul style="list-style-type: none"> • The technical assistance is targeted to priority problems identified in the needs assessment. • The Plan identifies a person responsible for ensuring the school receives technical assistance. • The district provides technical assistance and support or has identified an outside expert to provide technical assistance and support. 	<ul style="list-style-type: none"> • Review the involvement activities by the district to provide technical assistance 				
P33	Area 9: Highly Qualified Staff, Recruitment and Retention <ul style="list-style-type: none"> • The Plan describes how Title I dollars are used as incentives for teachers. • The Plan identifies the district’s and school’s actions to ensure that all teachers are highly qualified. 	<ul style="list-style-type: none"> • School Improvement Committee documents (minutes, agendas, etc.) • Teachers’ schedules • District Policies • Certificated Staff Report • Approved highly qualified forms 				
P34	Area 10: Resource Allocation <ul style="list-style-type: none"> • The Plan identifies the resources that will be allocated and reallocated to support the implementation of the strategies and programs in the Plan. • The resources are identified as state, federal &/or local. • Only schools with approved schoolwide plans are operating schoolwide programs and blending funds. • Title I SIA funds are used to support the implementation of the Plan. 	<ul style="list-style-type: none"> • Semi-annual affirmation • Budget Documents • Expense Reports • Review budget sheets and verify schoolwide schools. • EWEG budget pages 				
For schools in Corrective Action (Year 4), the district must also have taken at least one of the following seven actions.						
P35	<ul style="list-style-type: none"> • Provided scientifically based professional development to improve academic achievement of low-performing students. 	<ul style="list-style-type: none"> • Review training materials and instructors’ credentials • Review roster of staff attending PD 				
P36	<ul style="list-style-type: none"> • Replaced staff who are relevant to the AYP failure. 	<ul style="list-style-type: none"> • Review the list of the staff replaced to 				

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<p align="center">AREA III: PROGRAM REQUIREMENTS – TITLE I <i>Title I Unified Plan (Schoolwide Programs, Schools in Need of Improvement and Districts in Need of Improvement)</i> <input type="checkbox"/> Not applicable</p>						
Compliance Requirement (NCLB §1114)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
		determine if they were relevant to the AYP failure				
P37	<ul style="list-style-type: none"> Instituted a new curriculum that includes professional development to support its implementation. 	<ul style="list-style-type: none"> Review the new curriculum to determine if it has been implemented 				
P38	<ul style="list-style-type: none"> Significantly reduced the management authority at the school. 	<ul style="list-style-type: none"> Interview the school management to assess their span of control 				
P39	<ul style="list-style-type: none"> Appointed an outside expert to help schools meet AYP and revise their improvement plans accordingly. 	<ul style="list-style-type: none"> Review the contract of the outside vendor Review the vendor's credentials 				
P40	<ul style="list-style-type: none"> Extended the school year or school day. 	<ul style="list-style-type: none"> Review the school's schedule 				
P41	<ul style="list-style-type: none"> Restructured the school's internal organization. 	<ul style="list-style-type: none"> Review the school's table of organization Interview the principal 				
P42	<ul style="list-style-type: none"> Each school in need of improvement has published and disseminated its corrective action plan to the public and to parents. 	<ul style="list-style-type: none"> Review the public notice and dissemination methods 				
P43	<ul style="list-style-type: none"> Recommendations from the CAPA review have been incorporated into the corrective action plan. 	<ul style="list-style-type: none"> CAPA report and the school corrective action plan(s) 				
Planning for Restructuring - Year 5						
P44	<p>The district has selected one of the following restructuring options for the school:</p> <ul style="list-style-type: none"> Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the <i>No Child Left Behind Act</i>. Re-open the school as a public charter school as defined by state statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A). Replace all or most of the school staff, which may include the principal, who are relevant to the school's 	<ul style="list-style-type: none"> Review plan being developed Interview the Superintendent or his/her designee 				

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<input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1114)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).					
P45	The Plan explains how the selected option will be a part of the Title I Unified Plan.	<ul style="list-style-type: none"> Minutes of meetings with teachers and parents 				
P46	Teachers and parents have been provided an opportunity to participate and comment on the restructuring plan.					
P47	Minutes, agendas and a list of participants from restructuring consultations meetings are attached to the Plan.	<ul style="list-style-type: none"> Documents from restructuring consultation meetings (agendas, sign-in sheets, membership list, minutes, etc.) 				
District Plan to Support Schools in Need of Improvement						
P48	<p>The District Plan to Support Schools in Need of Improvement addresses CAPA findings and recommendations, where appropriate.</p> <ul style="list-style-type: none"> District teaching/learning needs Measurable goals for subgroups Scientifically based strategies Extended school learning Professional development Parental involvement Critique of previous plan district's fiscal responsibilities TA from the NJDOE 	<ul style="list-style-type: none"> Review the district plan report against the required elements Identify CAPA recommendations for the district as they pertain to the school's priority problems 				
Districts in Need of Improvement						
P49	Each district in need of improvement must promptly notify all parents of students in the district's schools that the district is in need of improvement. The notification must include the following:	<ul style="list-style-type: none"> Parental notification letter of the school's improvement status 				

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<i>Title I Unified Plan (Schoolwide Programs, Schools in Need of Improvement and Districts in Need of Improvement)</i>							
<input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1114)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	<ul style="list-style-type: none"> • The reasons for the identification • How parents can help • What corrective actions the district will take 						
P50	<p>The district must develop a district improvement plan within 3 months of identification and include the following elements:</p> <ul style="list-style-type: none"> • Instructional needs of low achievers • Scientifically based strategies • Extended school activities • Professional development • Critique of previous plan • Fiscal responsibilities of district • TA from the NJDOE 	<ul style="list-style-type: none"> • District improvement plan against the required elements 					
P51	The district must consult with parents, staff, and others regarding the improvement plan.	<ul style="list-style-type: none"> • List of participants, meeting agendas and notes. 					
P52	The district must reserve at least 10% of its Title I allocation for professional development. (May include SINI PD reserve funds.)	<ul style="list-style-type: none"> • Documentation of PD activities including PD materials and attendance roster. • EWEG budget pages 					

AREA III: PROGRAM REQUIREMENTS – TITLE I							
<i>Targeted Assistance Programs</i> <input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1115)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P53	<p><u>Eligible children meet these selection criteria:</u></p> <ul style="list-style-type: none"> • Identified by the school as failing, or most at risk of failing, to meet the NJ CCCS, • In grades 3-12 are identified on the basis of 	<ul style="list-style-type: none"> • Identification of scientifically researched based instructional models. • Title I Unified Plan (if SINI) 					

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AREA III: PROGRAM REQUIREMENTS – TITLE I <i>Targeted Assistance Programs</i> <input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1115)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	<p>multiple, educationally related, objective criteria established by the district and the school,</p> <ul style="list-style-type: none"> • In preschool through grade 2, students are identified solely on the basis of teacher judgment, interviews with parents, and developmentally appropriate measures. 	<ul style="list-style-type: none"> • Entrance and exit criteria (by school) • List of identified students • School schedules and schedules for Title I for staff and eligible students. • Individual student benchmarks. 					
P54	<p><u>Consideration for eligibility is given to the following:</u></p> <ul style="list-style-type: none"> • Head Start, Even Start, or Early Reading First Children: A child who, at any time in the 2 years preceding the year for which the determination is made, participated in a Head Start, Even Start, or Early Reading First program, or in preschool services under this Title, is eligible for services under this part. • Migrant Children: A child who, at any time in the 2 years preceding the year for which the determination is made, received services under Part C is eligible for services under this part • Homeless Children: A child who is homeless and attending any school served by the local educational agency is eligible for services under this part. 	<ul style="list-style-type: none"> • Entrance and exit criteria (by school) • List of identified students 					

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AREA III: PROGRAM REQUIREMENTS – TITLE I Targeted Assistance Programs <input type="checkbox"/> Not applicable								
Compliance Requirement (NCLB §1115)		Evidence			Compliance Rating		Comments	
					C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P55	<p><u>The Title I targeted assistance program includes these components:</u></p> <p>a. Use program’s resources to help participating children meet the NJCCCS</p> <p>b. Ensure that planning for students served under this part is incorporated into existing school planning;</p> <p>c. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that include the following:</p> <ul style="list-style-type: none"> ➤ Give primary consideration to providing extended learning time, such as an extended school year, before and after-school, and summer programs and opportunities; ➤ Help provide an accelerated, high quality curriculum, including applied learning; and ➤ Minimize removing children from the regular classroom during regular school hours for instruction provided under his part. <p>d. Coordinate with and support the regular education program, which may include the following:</p> <ul style="list-style-type: none"> ➤ Services to assist preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading first or State-run preschool programs to elementary school programs; ➤ Instruction by highly qualified teachers; 	<p>a. Unified Plan, entrance and exit criteria (multiple criteria), student rosters matched to assigned Title I teacher, match between program and identified student needs</p> <p>b. School Improvement Committee documents (agendas, sign-in sheets, meeting notes, etc.), description of how services will be delivered to identified students at each school, Intervention Plan</p> <p>c. Plan related to areas of deficiency tied to the language arts literacy and math, schedule of service delivery to eligible students or documentation of coordination of other programs that can help, Unified Plan, academic intervention plan, lists of students, master schedules and list of Title I teachers assigned to each student</p> <p>d. School Improvement Committee documents (agendas, meeting notes, sign-in sheets, etc.), transition plan, PD plans that clearly define Title I-funded PD, PD timelines- including who, what, where, when PD will occur, Parent Involvement Policy/plan, description of programs, rosters, invitations, notices,</p>						

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AREA III: PROGRAM REQUIREMENTS – TITLE I						
Targeted Assistance Programs <input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1115)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	<ul style="list-style-type: none"> ➤ Opportunities for professional development with resources provided under this part, (and, to the extent practicable, from other sources, 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); ➤ Strategies to increase parental involvement in accordance with section 1118, such as family literacy services; and; ➤ Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training. 	flyers				
P56	The district conducts ongoing reviews of the progress of participating children and revises the targeted assistance program, if necessary, to provide additional assistance.	<ul style="list-style-type: none"> • Schedule of service delivery to eligible Title I students 				
P57	Professional Development is integrated as follows: <ul style="list-style-type: none"> • Integration of staff supported with funds under this part into the regular school program and overall school planning and improvement efforts, public school personnel who are paid with funds received under this part may – <ul style="list-style-type: none"> ➤ Participate in general professional development and school planning activities; and ➤ Assume limited duties that are assigned to similar personnel who are not paid with Title I funds. • Sufficient resources are devoted to carry out effectively professional development activities (a school may enter into a consortium with another school to carry out such activities). 	<ul style="list-style-type: none"> • Schedules for regular review of data at each Title I School • Entrance and exit criteria for students • Lists of identified students, master schedules and lists of Title I teacher assigned to each student • PD directly relates to identified student and staff needs • PD Plans • Duty schedules • Agendas, sign-in sheets, meeting notes • School budgets 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I Paraprofessionals <input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1119)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P58	Paraprofessionals hired after January 8, 2002, funded in whole or in part with Title I funds, possess the education requirements of two years of study, an associate’s degree, or meet the requirements of a formal assessment <i>Note: For Title I schoolwide programs this applies to all paraprofessionals in Title I schoolwide programs. For Title I targeted assistance programs this applies only to those paraprofessionals paid in whole or in part with Title I funds.</i>	<ul style="list-style-type: none"> Review the credentials of the Title I-funded paraprofessionals 				
P59	Paraprofessionals employed prior to January 8, 2002, and are funded in whole or in part with Title I funds, comply with the above requirements.	<ul style="list-style-type: none"> Review the credentials of the funded paraprofessionals 				
P60	Paraprofessionals in Title I schools possess a high school diploma or its equivalent.	<ul style="list-style-type: none"> Review a sampling of the educational credentials of the paraprofessionals 				
P61	Paraprofessionals in Title I schools are under the direct supervision of a highly qualified teacher.	<ul style="list-style-type: none"> Classroom assignments Lesson plans 				

AREA III: PROGRAM REQUIREMENTS – TITLE I Private Schools <input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1112, 1118, 1120, 5142, 9501; 34 CFR §76.661, 200.64, 200.65, 200.78)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P62	There is evidence of district consultation with private school officials in all phases of planning for serving eligible private school students, including the following: <ul style="list-style-type: none"> The criteria for low-income (Title I Eligibility) 	<ul style="list-style-type: none"> Documentation (meeting notes, sign-in sheets, invitational letters) of consultation with officials of eligible private schools to comply with the required elements 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I						
Private Schools <input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1112, 1118, 1120, 5142, 9501; 34 CFR §76.661, 200.64, 200.65, 200.78)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	<ul style="list-style-type: none"> • How services will be identified for teachers and students • What services will be offered • How, where, and by whom the services will be provided • A thorough analysis of third-party providers • How the services will be assessed and how the results will be used to improve services • The size, scope, and amount of funds for equitable services • How and when consultation and decision-making occurs 	<ul style="list-style-type: none"> • Interview NCLB Project Director 				
P63	Consultation meetings between the district and private school officials occur prior to the district making any decisions impacting the participation in Title I programs of eligible private school students, teachers, and families.	<ul style="list-style-type: none"> • Sign-in sheets and other correspondence • Interview NCLB Project Director 				
P64	Consultation meetings between the district and private school officials continue throughout the implementation and assessment of the Title I programs and services for private school students.	<ul style="list-style-type: none"> • Logs, meeting notes, and other pertinent documentation • Interview NCLB Project Director 				
P65	The district provides services and benefits to private school students that are comparable to services and benefits provided to public school students.	<ul style="list-style-type: none"> • EWEG budget detail pages and, Eligibility page • Interview NCLB Project Director 				
P66	Only private school students in served attendance areas are served including “skipped” attendance areas.	<ul style="list-style-type: none"> • EWEG Eligibility page 				
P67	The district provides equitable professional development opportunities for private school teachers.	<ul style="list-style-type: none"> • Sign-in sheets; budget detail, Eligibility page • Interview NCLB Project Director 				
P68	The district provides equitable participation to private school students if Title I-funded districtwide instructional programs are offered.	<ul style="list-style-type: none"> • Review calculations of equitability; applicable correspondence/notes; budget detail • EWEG Eligibility page 				

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





AREA III: PROGRAM REQUIREMENTS – TITLE I						
Private Schools <input type="checkbox"/> Not applicable						
Compliance Requirement (NCLB §1112, 1118, 1120, 5142, 9501; 34 CFR §76.661, 200.64, 200.65, 200.78)		Evidence	Compliance Rating			Comments
			C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P69	The district uses one of the following methods to collect poverty data on private school children: <ul style="list-style-type: none"> • The same measure of poverty used to count public school children • Surveys that protect the identity of private school families and whose results can be extrapolated if actual data are unavailable. • Comparable poverty from a different source, e.g., TANF, tuition scholarship programs • Proportionality • An equated measure 	<ul style="list-style-type: none"> • Review survey used to collect poverty data and results 				
P70	The district uses multiple, educationally related, objective criteria to identify private school children eligible to participate in Title I programs.	<ul style="list-style-type: none"> • Consultation documents • Interviews with district staff • Interviews with private school officials 				
P71	Each of the specified activities for the private schools in the application or subsequent amendment is being implemented.	<ul style="list-style-type: none"> • Interview NCLB Project Director • Interviews with private school officials and staff • Purchase orders 				
P72	Title I services are provided by a district employee or through a contract with a public agency.	<ul style="list-style-type: none"> • Review time sheets/hiring contract, and budget detail • Interview NCLB Project Director 				
P73	The district controls and administers funds and holds title to materials, equipment, and property purchased with Title I funds.	<ul style="list-style-type: none"> • Review budget detail, audit report, and invoices of property 				

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AREA III: PROGRAM REQUIREMENTS – TITLE I Private Schools <input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1112, 1118, 1120, 5142, 9501; 34 CFR §76.661, 200.64, 200.65, 200.78)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P74	The district's parent involvement plan includes strategies for the inclusion of parents of private school children. Parent involvement activities must be equitable.	<ul style="list-style-type: none"> Review district PI plan, budget detail, sign-in sheets, invitations, etc. Interview NCLB Project Director Interview district Parent Liaison 					

AREA III: PROGRAM REQUIREMENTS – TITLE I, PART D Neglected and Delinquent <input type="checkbox"/> Not applicable							
Compliance Requirement (NCLB §1423)		Evidence		Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P75  	For Title I Neglected & Delinquent, a formal agreement is in place between the district and correctional facility.	<ul style="list-style-type: none"> Review the formal agreement between the district and correctional facility. Interview school staff 					
P76  	For Title I Neglected & Delinquent, program activities have been developed and implemented to meet the unique needs of the youth to be served.	<ul style="list-style-type: none"> Review a sample of the program activities for N&D youth Interview staff 					







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AREA III: PROGRAM REQUIREMENTS – TITLE II, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P77  	Professional development activities are consistent with the district professional development plan.	<i>NCLB §2122</i>	<ul style="list-style-type: none"> Review the professional development plan, agendas and sign-in-sheets Interview a participant(s) Documentation verifies that the professional development plans are consistent with the funded activities and are being implemented in accordance with the approved application 				
P78  	The professional development activities are consistent with: <ul style="list-style-type: none"> ➤ State student content and performance standards; ➤ Teacher needs assessment for professional development; ➤ Strategies that contribute to continuous improvements; ➤ Methods to teach children with special needs; or ➤ Gender equity methods, techniques and practices 	<i>NCLB §2122</i>	<ul style="list-style-type: none"> Review documentation of professional development activities implemented to verify if they address the Core Curriculum Content Standard strategies for continuous improvement in the classroom 				
P79  	Teachers who are not highly qualified in any subject area they currently teach are identified in the Certificated Staff Report.		<ul style="list-style-type: none"> Certificated Staff Report Teachers' classroom assignments (sampling of highly qualified and non-highly qualified teachers) 				
P80 	New Jersey's required highly qualified forms are completed, authorized and on file in the district for all teachers employed by the district. The approved highly qualified forms		<ul style="list-style-type: none"> Review of the required approved highly qualified forms, classroom assignments and teacher roster 				


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AREA III: PROGRAM REQUIREMENTS – TITLE II, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	must (a) be completed accurately, (b) include necessary documentation (transcripts, certificates, etc.), (c) be completed for teachers teaching multiple core academic subjects/grade levels for each and every teaching assignment requiring highly qualified status.						
P81  	Highly qualified teachers are equitably distributed across all schools.		<ul style="list-style-type: none"> • District HQT Plan • Certificated Staff Report • Interview person(s) with oversight of HQ in district (e.g., HR Director, Curriculum and Instruction Director, Special Education Director) 				







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AREA III: PROGRAM REQUIREMENTS – TITLE II, PART D							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P82 	Technology is effectively used to promote parental involvement and increase communication with parents.	<i>NCLB</i> §2402, §2414, §2416	<ul style="list-style-type: none"> • Parental notifications concerning how technology is being used in their child’s education • Use of electronic communication • Use of Internet or other technologies for parental outreach and involvement 				
P83 	Every student is technologically literate by the time the student finishes the eighth grade, regardless of the student’s race, ethnicity, gender, family income, geographic location, or disability.	<i>NCLB</i> §2402	<ul style="list-style-type: none"> • District’s Technological Literacy Assessment Process (verify that it includes students with disabilities). • Evidence to support the data being reported for technological literacy • Student Work 				
P84 	Educational technology is integrated into the curriculum and instruction.	<i>NCLB</i> §2402	<ul style="list-style-type: none"> • Curriculum guides address technology integration • Technology plan addresses technology integration in curriculum and instruction • Lesson plans include technology integration • Classroom observations show evidence of technology integration 				
P85 	The district and its schools are in compliance with the Children’s Internet Protection Act as certified in the assurances.	<i>NCLB</i> §2441	<ul style="list-style-type: none"> • Review documentation that supports compliance with the Children’s Internet Protection Act 				
P86  	Nonpublic school allocations are expended for the specified activities/services to the nonpublic schools.	<i>NCLB</i> §2414	<ul style="list-style-type: none"> • NCLB Online Application • Purchase Orders 				
P87	The district’s updated technology plan is being implemented as described in the	<i>NCLB</i>	<ul style="list-style-type: none"> • NCLB Online Application • District’s Technology Plan 				




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AREA III: PROGRAM REQUIREMENTS – TITLE II, PART D							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	technology plan.	§2414	<ul style="list-style-type: none"> • Classroom observation 				
P88 	If a waiver is requested, the district demonstrates that it already provides ongoing, sustained, and intensive high-quality professional development that is based on a review of relevant research, to all teachers in core academic subjects in the integration of advanced technologies into curricula and instruction.	NCLB §2416	<ul style="list-style-type: none"> • District’s Professional Development Plan offers educational technology PD that is on-going (progressive levels of development), sustained (more than periodic workshops or in-service days), and high quality (vendors/instructors are well versed in educational technology) • PD is focused on integrating educational technology into the curricula and instruction, such as focusing on how to integrate technology into a content area. • Sign-in sheets for educational technology PD to correlate to the District’s Professional Development Plan 				




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AREA III: PROGRAM REQUIREMENTS – TITLE III, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P89 	All Title III funded teachers are fluent in English and any other language used for instruction.	<i>NCLB §3116</i>	<ul style="list-style-type: none"> Determine the languages of the students served Ensure that funded teachers have met requirements for bilingual or ESL certification, including the language proficiency standard Documentation and teacher interviews verify that funded teachers are fluent in English and any other language used for instruction 				
P90  	The district is in compliance with the parental notification requirements for LEP students.	<i>NCLB §3302</i>	<ul style="list-style-type: none"> Review the parent notification policy and procedures Documentation of correspondence sent to parents for initial identification and placement of student in a language instruction program 				
P91 	Bilingual or ESL program uses instructional methodology that is scientifically based and proven to be effective.	<i>NCLB §3115(c)</i>	<ul style="list-style-type: none"> District staff discusses the rationale for selecting one or more activities over others and how those activities are scientifically-based and proven to be effective in meeting the goals of the program Interview district coordinator for bilingual/ESL or ELS services, administrators, and/or teachers to determine instructional methods used and the research basis 				
P92  	The English proficiency of the students served is annually assessed.	<i>NCLB §3116</i>	<ul style="list-style-type: none"> Review the process by which students' English proficiency is annually assessed 				





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☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
			<ul style="list-style-type: none"> Documentation that demonstrates that all LEP students are assessed annually with the ACCESS for ELLs test 				
P93 	Title III subgrantees must conduct professional development activities that are: based on scientific research; effective in improving participants' understanding of the use of curricula, assessment measures, and instructional strategies for LEP students; and of sufficient intensity and duration to have a lasting impact on teachers' classroom performance.	<i>NCLB §3115(c)</i>	<ul style="list-style-type: none"> Documentation showing that professional development plan is designed to improve the English language proficiency and academic achievement of LEP students, and that PD activities are based on scientific research Interview coordinator to determine the professional development activities implemented are based on scientific research and sustain the academic rigor to improve English language proficiency and academic achievement for LEP students 				
P94 	District uses Title III and Title III immigrant funds for approved purposes and activities.	<i>NCLB §3115</i>	<ul style="list-style-type: none"> Review district application and expenditure report Documentation verifies that district expenditures are for activities consistent with the purposes of the law and the district's approved plan. There is evidence of coordination with CBOs in the provision of services. 				
P95 	If the district has not met the Title III AMAOs they must have sent a letter notifying parents of LEP students.	<i>NCLB §3122</i>	<ul style="list-style-type: none"> Review list of districts that did not meet AMAOs in the previous school year District provides copies of notification letters 				





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☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P96 	If the district has been alerted that they have not met the Title III AMAOs for two consecutive years, they must have developed, submitted and implemented an improvement plan.	<i>NCLB §3122</i>	<ul style="list-style-type: none"> • Review list of Title III districts that have not met AMAOs for 2 consecutive years; review district plan • Interview coordinator to determine activities from plan that have been implemented • District provides a copy of the improvement plan submitted to the county office of education and that the district is implementing improvement activities as stated 				
P97  	District complies with NCLB requirement regarding participation of LEP students and teachers in private schools under Title III.	<i>NCLB §9501</i>	<ul style="list-style-type: none"> • Review list of non-public schools within jurisdiction of school district that received Title III funds • Evidence of consultations between district and private school officials • Copies of communications regarding how students are assessed and how progress is measured 				





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AREA III: PROGRAM REQUIREMENTS – TITLE IV, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P98  	For Title IV-A, needs assessment is supported by data and materials based on scientifically based research.	<i>NCLB §4114 - 4115</i>	<ul style="list-style-type: none"> Review documents, data and materials used in the needs assessment process to verify the <u>assessment</u> of objective data, rather than only the documentation of incidence and prevalence data, identified through scientifically based research on the incidence of violence and alcohol, tobacco and other drug (ATOD) use, current conditions and consequences regarding ATOD use, including delinquency and serious conduct problems, and the prevalence of risk and protective factors in the elementary and secondary schools served Interview Project Director 				
P99  	Each funded program, service or activity used by the district to address the selected problem areas is based on scientifically based research or has been demonstrated to have a substantial likelihood of success in achieving violence or ATOD outcomes.	<i>NCLB §4114</i>	<ul style="list-style-type: none"> Review the <u>funded</u> programs to verify that they appear on the Blueprints for Prevention Matrix For each <u>funded</u> program, service or activity that does not appear on the Blueprints for Prevention Matrix, verify that a waiver has been approved for each program, service or activity Review each waiver request to ensure an <u>approvable</u> waiver was submitted (meets all criteria for waivers found in NCLB <i>Reference Manual</i>) 				


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AREA III: PROGRAM REQUIREMENTS – TITLE IV, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P 100 	Funded programs are coordinated with each other, with other Federal, State and local programs for ATOD and violence prevention and with other NCLB programs.	<i>NCLB §4114</i>	<ul style="list-style-type: none"> Review program documentation that supports the coordination specified in the application, which must specifically explain how Title IV-A is a part of the coordination Interview individuals to verify implementation and coordination Review meeting notes and staffing patterns Review documentation of <u>outcomes</u> of coordination (e.g., shared resources, mutual performance targets and outcomes) 				
P 101 	The district has demonstrated activities that support consultation with and input from parents in the development of the application.	<i>NCLB §4115</i>	<ul style="list-style-type: none"> Review documentation (e.g., invitational letters or other correspondence, sign-in-sheets, meeting notes, recommendations made, actions taken such as contributions of participants contained in the application) of the ongoing consultation process that substantiates the consultations were on Title IV-A application development 				
P 102  	The district has demonstrated activities that support the ongoing and meaningful consultation with and input from parents in the administration of funded programs, services and activities.	<i>NCLB §4115</i>	<ul style="list-style-type: none"> Review documentation (e.g., invitational letters or other correspondence, sign-in-sheets, meeting notes, recommendations made, actions taken, findings from program observations) of the <u>ongoing involvement of parents</u> in the administration or oversight of <u>funded programs, services or activities</u> 				
P 103	The district has demonstrated coordination of	<i>NCLB</i>	<ul style="list-style-type: none"> Review the products (e.g., correspondence, 				

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				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	its programs with community-wide efforts.	§4114	agendas, flyers, sign-in lists, session evaluation forms) of the coordinated school and community programs, including Title IV-A funded programs				
P 104 	The district has notified the community of its intent to submit a Title IV-A application.	NCLB §4114	<ul style="list-style-type: none"> Review the mechanisms (e.g., newspaper ads, newsletter articles, emails or other correspondence, public service announcements, announcements at board of education meetings) used to provide effective notice to the community prior to application submission, that is specific to Title IV-A Review the mechanisms used to collect and consider the input and examples of input received (if any) 				
P 105 	The district has made the application for Title IV-A funds available for public review after submission of the application.	NCLB §4114	<ul style="list-style-type: none"> Review the mechanism for making specifically the Title IV-A application available for public review and records (e.g., sign-in sheets, letters, emails, phone logs) of public access, as appropriate 				
P 106 	The district has reported to the public progress toward attaining its performance targets and provided notice to the public that the results of the evaluations of programs, services and activities will be made available to the public upon request.	NCLB §4114	<ul style="list-style-type: none"> Review documentation (e.g., newspaper ads, newsletter articles, emails or other correspondence, public service announcements, announcements at board of education meetings) that supports that the public was informed of the progress being made in achieving the Title IV-A performance targets and the notice and mechanism regarding the public review of the results and records of public review, as 				

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AREA III: PROGRAM REQUIREMENTS – TITLE IV, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
			appropriate				
P 107 	The district has used the results of program evaluations to assess the effectiveness of funded programs for refining, improving and strengthening the programs and performance targets as needed.	<i>NCLB §4114, 4115</i>	<ul style="list-style-type: none"> Review documentation (e.g., outcome data, process data, anecdotal information) of Title IV-A evaluations Review documentation of program refinements or improvements if the evaluation findings report that outcomes are not being achieved or there can be program improvements or increased performance Review previous year’s programs to ensure that they have been revised as needed 				
P 108	<p>The district has a plan for keeping schools safe and drug-free that includes:</p> <ul style="list-style-type: none"> School conduct policies that prohibit disorderly conduct, illegal possession of weapons, illegal use, possession, distribution and sale of tobacco, alcohol, and other drugs by students; Security procedures at school and while students are on the way to and from school; Prevention activities designed to create and maintain safe, disciplined and drug-free school environments; A crisis management plan for responding to violent or traumatic incidents on school grounds; and A code of student conduct policy that 	<i>NCLB §4114</i>	<ul style="list-style-type: none"> Review documentation to verify that the comprehensive safe and drug-free schools plan has been established and addresses all required components for keeping schools safe and drug-free Review the code of student conduct established pursuant to N.J.A.C. 6A:16-7 for consistency with the regulations and the requirements for a comprehensive safe and drug-free schools plan Review the requirements for a comprehensive safe and drug-free schools plan for consistency with N.J.A.C. 6A:16-3, Comprehensive ATOD Abuse Programs, N.J.A.C. 6A:16-4, Procedures for Alcohol and Other Drug Abuse Intervention and N.J.A.C. 6A:16-5, School Safety and 				

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AREA III: PROGRAM REQUIREMENTS – TITLE IV, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	states the responsibilities of students, teachers and administrators in maintaining safe and civil school and classroom environments.		<p>Security</p> <ul style="list-style-type: none"> Review the annually signed Memorandum of Agreement (MOA) between Education and Law Enforcement Officials 				
P 109	The district has a policy requiring referral to the appropriate law enforcement agency any student removed for a firearm offense, N.J.A.C. 6A:16-5.5, or removed for an assault with weapons offense, pursuant to N.J.A.C. 6A:16-5.6.	<i>NCLB §4141</i>	<ul style="list-style-type: none"> Review district policies and procedures to verify consistency with the requirement and the regulations at N.J.A.C. 6A:16-5.5 and 5.6 Review the district’s Electronic Violence and Vandalism System (EVVRS) report information on firearms and assaults with weapons offenses 				
P 110	The district has made reasonable efforts to inform parents of the content of funded programs, services and activities, other than classroom instruction.		<ul style="list-style-type: none"> Review documentation (e.g., emails or other correspondence, newsletter articles, newspaper articles) of parent notification 				
P 111	The district has a mechanism or policy for withdrawing students from any Title IV-A funded program, service or activity, except classroom instruction, upon receipt of written notification from the students’ parents.		<ul style="list-style-type: none"> Review the mechanism or policy, including template or actual correspondence to parents granting the withdrawal Review written parent requests, as appropriate Review documentation (e.g., correspondence to parents, class roster, alternate work assignments) of student withdrawals, as appropriate 				
P 112	The district has not used funds for medical services, alcohol or other drug treatment or rehabilitation, except for pupil services or referral to treatment for students, who are		<ul style="list-style-type: none"> Review expenditure reports to verify no funds were used for these purposes 				

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AREA III: PROGRAM REQUIREMENTS – TITLE IV, PART A							
<input type="checkbox"/> Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
	victims of, or witnesses to, crime or who illegally use alcohol or other drugs.						
P 113	The purchase and administration of any alcohol or other drug screening tests by the district are separate and distinct from the medical examination required for students suspected of being under the influence of substances, pursuant to N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3.		<ul style="list-style-type: none"> Review expenditure reports or invoices to verify no funds were used for the medical examination, including alcohol or drug screening tests, for any student suspected of being under the influence 				
P 114	The district's policies and procedures for the required medical examination for all students suspected of being under the influence are compliant with N.J.S.A. 18A:40A-12 and N.J.A.C. 6A:16-4.3.		<ul style="list-style-type: none"> Review the district's policies and procedures for students suspected of being under the influence, pursuant to N.J.A.C. 6A:16-4.3 to verify compliance 				
P 115	The district submitted the electronic Title IV Performance Report.		<ul style="list-style-type: none"> Review the submitted report to verify timely submission and completeness 				

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AREA III: PROGRAM REQUIREMENTS – TITLE V, PART A							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P 116	The program is carrying out programs, services and activities in compliance with federal guidelines.	NCLB §5131	<ul style="list-style-type: none"> Review program Documentation supports that the activity(ies) and program(s) meet the federal guidelines 				

AREA III: PROGRAM REQUIREMENTS – TITLE VI, PART B							
☐ Not applicable							
Compliance Requirement		Legal Authority	Evidence	Compliance Rating			Comments
				C	PP	NC	C=Compliant; PP=Partially Compliant; NC=Non-Compliant
P 117 	Eligible district informs NJDOE by required deadline of its intent to participate in REAP Flex Authority.	NCLB §6211	<ul style="list-style-type: none"> REAP – Flex Participation Form 				

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PROGRAM, COMPLIANCE AND FISCAL DOCUMENTS

CROSSCUTTING DOCUMENTATION			
<input type="checkbox"/>	NCLB Consolidated Application	<input type="checkbox"/>	Copy of Needs Assessment
<input type="checkbox"/>	NCLB Budget Detail for 2008-2009	<input type="checkbox"/>	Professional Development Plans and Expenditures for 2008-2009)

TITLE I, PART A			
<input type="checkbox"/>	Parent Involvement Policy	<input type="checkbox"/>	Title I Unified Plan, for SINIs/Schoolwide programs
<input type="checkbox"/>	The Title I Parent Annual Meeting documents	<input type="checkbox"/>	Parents' Right-to-Know Letter
<input type="checkbox"/>	Documentation of parental involvement including description of involvement and monies spent on parent involvement activities	<input type="checkbox"/>	School in Need of Improvement Letters
<input type="checkbox"/>	Parent-School Compacts	<input type="checkbox"/>	District in Need of Improvement Letters
<input type="checkbox"/>	Private School consultation and documents	<input type="checkbox"/>	Supplemental Educational Services (SES) and School Choice
<input type="checkbox"/>	Documentation of private school services	<input type="checkbox"/>	Review of paraprofessionals' status (a Human Resources list of all Paraprofessionals charged to Title I and their hire date)
<input type="checkbox"/>	List of Title I students participating in Targeted Assistance Program	<input type="checkbox"/>	Copy of Comparability Report that was filed in June 2008
<input type="checkbox"/>	Letter to parents regarding student participation in Title I	<input type="checkbox"/>	A printout of any Title I expenses (current year and carryover) charged to fund 20 for all function and object codes for the following periods: <ul style="list-style-type: none"> o 9/1/2007 to 8/31/2008 o 9/1/2008 to present
<input type="checkbox"/>	Criteria for student eligibility in the Title I program	<input type="checkbox"/>	Copy of 2007-2008 TPAF/FICA Reimbursement report (if completed, if not the prior year)
<input type="checkbox"/>		<input type="checkbox"/>	List of staff charged to the grant, their master schedule and time sheet samples from either the current year or prior year

TITLE I, PART D			
<input type="checkbox"/>	Documentation on Neglected and Delinquent Collaboration		

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TITLE II, PART A			
<input type="checkbox"/>	Certificated Staff Report	<input type="checkbox"/>	Evaluations of Professional Development Activities
<input type="checkbox"/>	Approved highly qualified forms with supporting documentation such as transcripts, certificates, etc.	<input type="checkbox"/>	Salary/staff records
<input type="checkbox"/>	Professional Development Schedule	<input type="checkbox"/>	Documentation to differentiate expenditures supporting Class size reduction vs. professional development

TITLE II, PART D			
<input type="checkbox"/>	District Technology Plan	<input type="checkbox"/>	Curriculum Guides addressing technology integration
<input type="checkbox"/>	District's Technological Literacy Assessment Process	<input type="checkbox"/>	Lesson Plans addressing technology integration
<input type="checkbox"/>	Professional Development Sign in sheets for Title II, Part D	<input type="checkbox"/>	Purchase orders for Title II, Part D

TITLE III, PART A			
<input type="checkbox"/>	Bilingual/ ESL Three Year Program Plan	<input type="checkbox"/>	Documentation of Private School Services
<input type="checkbox"/>	Documentation of Certified Bilingual and ESL Teachers	<input type="checkbox"/>	Expenditure Report for activities funded by Title III.
<input type="checkbox"/>	Copy of Parent Notification Letter for Program Placement	<input type="checkbox"/>	Copy of Parent Notification Letter (District did not meet AMAO)
<input type="checkbox"/>	Documentation of LEP students assessed with the ACCESS for ELLs test (LEP Exit Report)	<input type="checkbox"/>	Copy of Title III Improvement Plan

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TITLE IV, PART A	
<input type="checkbox"/> Evidence of objective data demonstrating the incidence of violence and alcohol, tobacco and other drug (ATOD) use, including an objective analysis of the current conditions and consequences regarding violence and illegal ATOD use, delinquency and serious conduct problems; and the prevalence of risk factors, including high or increasing rates of reported cases of child abuse and domestic violence; and protective factors, buffers, assets; or other variables in schools and communities identified through scientifically based research.	<input type="checkbox"/> Policies and procedures for voluntary random testing of student alcohol or other drug use, <i>if applicable</i> (pursuant to N.J.A.C. 6A:16-4.4)
<input type="checkbox"/> Evidence of ongoing local assessment or evaluation activities	<input type="checkbox"/> Purchased or developed curricular and other materials
<input type="checkbox"/> Policies and procedures for firearms and assaults with weapons offenses (pursuant to N.J.A.C. 6A:16-5.5 and 5.6)	<input type="checkbox"/> Evidence of program implementation (e.g., purchase orders, agendas, flyers, board of education minutes, correspondence, staff schedules, student rosters, expenditure reports)
<input type="checkbox"/> EVVRS incident reports of all firearms and assaults with weapons offenses (pursuant to N.J.A.C. 6A:16-5.5 and 5.6)	<input type="checkbox"/> Documentation (e.g., invitational letters or other correspondence, sign-in sheets, meeting notes, actions taken) of ongoing consultation with the required participants for application development and the administration of funded programs, services and activities
<input type="checkbox"/> Code of student conduct (pursuant to N.J.A.C. 6A:16-7.1)	<input type="checkbox"/> Documentation (e.g., emails or other correspondence, newsletter articles, newspaper articles) notifying parents of funded programs, services and activities
<input type="checkbox"/> School safety and security plan (pursuant to N.J.A.C. 6A:16-5.1)	<input type="checkbox"/> Documentation of parent requests and district correspondence on determinations regarding student withdrawals from Title IV-funded programs
<input type="checkbox"/> Policies and procedures for students suspected of being under the influence of alcohol and other drugs (pursuant to N.J.A.C. 6A:16-4.3)	<input type="checkbox"/> Findings from program evaluation(s)

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TITLE V, PART A			
<input type="checkbox"/>	Documentation that supports that the activity(ies) and program(s) meet the federal guidelines	<input type="checkbox"/>	Purchase orders for Title V, Part A
<input type="checkbox"/>	Private School consultation and documents	<input type="checkbox"/>	Expenditure Report for activities funded by Title V, Part A

TITLE VI, PART B			
<input type="checkbox"/>	REAP – Flex Participation Form	<input type="checkbox"/>	Purchase orders for Title VI, Part B
<input type="checkbox"/>	Expenditure Reports for activities funded by Title VI, Part B	<input type="checkbox"/>	

Appendix A: Components of a High-Quality, Job-Embedded, Content-Focused Professional Development Should:

1. Improve and increase teachers' knowledge of the academic subjects the teachers teach, that will enable teachers to teach and ultimately achieve high academic success.
2. Intentionally promote opportunities for shared professional growth experiences among all staff, which enhances the integration of curriculum, instruction and decreases isolation and fragmentation.
3. Involve all stakeholders in an on-going, inquiry-based process that alters the structure and culture of the school as an organization.
4. Be aligned with and directly related to the NJ CCCS, state, and local assessments.
5. Include instruction in the use of data and assessments to inform and instruct classroom practice
6. Give teachers, principals, and administrators the knowledge and skills needed in order to provide students with the opportunity to meet challenging State academic content standards and high student academic achievement standards.
7. Expand opportunities to include formal and informal experiences (i.e. internships, aspiring principal networks, and curriculum resource teachers) for teacher leaders to participate in leadership responsibilities.
8. Include learning team models that build capacity among its staffers to make sound decisions regarding professional development, while providing structures and supports for collaboration in and between schools.
9. Focus directly on the identified root causes of achievement gaps in specified content areas.
10. Ensure that the evaluation of personnel and Professional Improvement Plans (PIPs) correlate with the instructional needs of students, the professional needs of individual staff members, and the projected long-term needs of the school and district.
11. Be of high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; not be one-day or one-shot offerings; rather, it should consist of follow-up training, mentoring, coaching and/or team meetings and support
12. Support the recruiting, hiring, training, and retaining of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification as well as the NJ HOUSE Matrix.
13. Be designed to give teachers of Limited English Proficient (LEP) students, students with disabilities and other teachers and instructional staff, the knowledge and acquisition of skills needed to provide instruction and academic support services to those students, using the appropriate curricula and assessments.

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14. To the extent appropriate, provide training for teachers and principals in the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and core academic subjects in which the teachers teach.
15. As a whole, is regularly evaluated for its impact on increased teacher effectiveness and improved student academic achievement.
16. Include instruction in ways that teachers, principals, pupil services personnel, and school administrators may work more effectively with parents.