



**Alabama
State Department of Education**

**LEA COMPLIANCE REVIEW
Self-Assessment
2012-2013**

School year: 2012-2013

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SYSTEM:

I. ADMINISTRATION & FINANCE

A. Foundation Program – SUPPORTING PROGRAMS/FINANCIAL MANAGEMENT

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Are instructional support units assigned as earned in the Foundation Program? <i>Ala. Admin. Code r. 290-020-010-.01</i>					
2. Do teacher assistants work under the supervision of certified teachers (without high school diploma, limited to two years employment)? <i>Title I Sec. 1119(1)(B)(1)</i>					
3. Have teachers, parents, and administrators had input into the budgeting of technology, library enhancement and professional development funds?					
4. Does the board have a policy regarding the providers for all budget inputs?					
a. Is the policy being followed?					

B. School Facilities – SUPPORTING PROGRAMS/FINANCIAL MANAGEMENT

1. A Five-Year Capital Plan is on file and available for review.					
2. A current Facilities Assessment report is available for review.					
3. Are all schools approved as attendance centers? <i>Ala. Admin. Code r. 290-2-2-.03</i>					
4. Do all schools meet state site requirements? <i>Ala. Admin. Code r. 290-2-2-.04</i>					

C. Certification – SUPPORTING PROGRAMS/FINANCIAL MANAGEMENT

1. Does each person employed as a superintendent, assistant superintendent, supervisor, principal, teacher, or attendance officer hold a valid certificate issued by the State Superintendent of Education? Authority: Section 16-23-1, Code of Alabama 1975					
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	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
2. Does each superintendent, assistant superintendent, supervisor, teacher, library media specialist, counselor, or other professional employee hold proper certification for the position/subject(s) to which the employee is assigned?					
3. Is each teacher of a core academic subject highly qualified for his/her position?					
D. Basic Accounting Procedures – FINANCIAL MANAGEMENT					
1. Are instructional support units assigned as earned in the Foundation Program or has the district exercised the appropriate waiver requests? <i>Ala. Admin. Code r. 290-020-010-.01</i>					
2. Have teachers, parents, and administrators had input into the budgeting of technology, library enhancement and professional development funds?					
3. Does the board have a policy regarding the providers for all budget inputs?					
b. Is the policy being followed?					
4. Are each of the bank statements being reconciled to the general ledger monthly?					<ul style="list-style-type: none"> Review bank statements, computer reconciliation reports, trial balance for a sample of months
5. If any adjustments are needed in bank reconciliation, are they being adequately explained and documented?					<ul style="list-style-type: none"> Ask to see any adjustments, and the explanations (documented) for any adjustments
6. Are all bank reconciliations being reviewed by the CSFO or other designated personnel?					<ul style="list-style-type: none"> Review bank reconciliations and check for review signature. If someone other than custodian of funds/CSFO is preparing the bank reconciliation, then the CSFO may do review. If CSFO is preparing the bank reconciliation, the Superintendent should be reviewing the reconciliations
7. Is magnetic media, reporting financial information from each school, being received from each of the schools monthly and being incorporated into the system's books on a monthly basis?					<ul style="list-style-type: none"> Review trial balance. Cash balances should tie back to individual bank statements and bank reconciliations McAleer software users should have a report that indicates whether magnetic files from the local schools is being loaded

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
8. Are monthly financial statements and cash balance/bank reconcilements being presented to the Local School Board as an agenda item at the monthly board meetings?					<ul style="list-style-type: none"> Review Board Agenda, minutes of board meetings. Actual report should tie back to trial balance
9. Is the Fixed Asset Inventory being maintained and being adjusted to actual?					<ul style="list-style-type: none"> Review trial balance and fixed asset inventory report
10. Are monthly financial reports being sent to or made available to each of the program coordinators for review and program corrections, if any?					<ul style="list-style-type: none"> Check with program directors. They should have files of the budget variance report. Directors should sign a verification that they have received/are receiving monthly reports
11. Are payroll withholdings and reports being filed with the IRS, ALABAMA DEPARTMENT OF REVENUE, RSA, DIR and PEEHIP office in a timely manner and are they up-to-date?					<ul style="list-style-type: none"> Review the 940 report, payroll reports, bank statements, STATE WITHHOLDING REPORTS, and 941 reports
12. Are all journal entries being reviewed and approved by the CSFO before entry into the computer? If the CSFO writes up and enters the journal entries, has superintendent reviewed and approved them before reports are given to the board?					<ul style="list-style-type: none"> Ask custodian of funds/CSFO. Look at written journal entries. If custodian of funds is preparing entries, the superintendent should approve them before reports are given to board
13. Does the total of the Open Purchase Orders equal the dollar amount reported under account code 0341-Encumbrances?					<ul style="list-style-type: none"> Review General ledger reports – 0341, 0358 and Open purchase order report
14. Is the Request for Federal Funds (ES-2) being prepared and submitted monthly to the State Department of Education only if expenditures are incurred and application is approved?					<ul style="list-style-type: none"> Review ES-2 file at the ALSDE and ask to see signed copies on file at LEA
15. Is the most current, approved budget on file where it is easily accessible?					<ul style="list-style-type: none"> Ask to view this document
16. Has an accounting policies and procedures manual been developed, kept up-to-date, and implemented? This should include fiscal management policies in accordance with Section 16-13A-1. The policies should include a policy for the following: 1) Regular reconciliation of bank statements; 2) Maintenance of fixed assets inventory; 3) Deposit of incoming funds; and 4) Review of monthly revenues and expenditures.					<ul style="list-style-type: none"> Ask to view manual and do a quick review of manual, if available Verify the policies mentioned are included

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
17. Is the latest approved General Purpose Financial Statement on file where it is easily accessible?					<ul style="list-style-type: none"> • Ask to view this document
18. Is fund source accounting being practiced on a daily basis?					<ul style="list-style-type: none"> • Trace all revenue from LEA Transaction Report to the Trial Balance. All allocations/receipts through previous end of month should be posted. Deposits and bank reconciliations should also be up-to-date
19. Is the system's teacher salary schedule in compliance with the State Minimum Salary Schedule in giving consideration to the following:					
a. Highest degree earned from a regionally accredited institution including Bachelor's, Master's, Sixth Year, Doctorate's, and no degree?					<ul style="list-style-type: none"> • Check a sample of personnel folders for years' experience and verify that teachers are being paid on appropriate cell of salary matrix • Check salary schedule submitted to ALSDE with budget
b. Public education experience?					
20. Did the LEA report expenditures as required?					<ul style="list-style-type: none"> • Discussion with Central Office Staff
21. Did the LEA sign the appropriate certification for infrastructure projects?					

II. EDUCATEAlabama/LEADAlabama

A. LEA Plan – Professional Evaluation

SELF ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Does the LEA have a professional evaluation plan for the:					
a. Public education experience?					• Board policy with adoption
b. Central office staff?					• Board policy with adoption
c. School administrators?					• Board policy with adoption
d. Special Education II Teachers?					• Board policy with adoption
e. Media Specialists					
f. Guidance Counselors					
2. Does the LEA use EDUCATEAlabama and/or LEADAlabama as the adopted plan of performance evaluation for the professionals listed above?					• LEA document for review and board policy with adoption
3. Does the LEA use a locally developed plan approved by and on file with the ALSDE?					• LEA document for review, letter of approval from the ALSDE

B. Training ALSDE or LEA

1. Is the superintendent PEPE trained to evaluate central office staff?					• Completion of online training for EDUCATEAlabama and/or LEADAlabama, no certificate required
2. Is the superintendent trained to evaluate principals, central office staff?					• Completion of online training for EDUCATEAlabama and/or LEADAlabama, no certificate required
3. Are all other evaluators trained to conduct pertinent personnel evaluations?					• Completion of online training for EDUCATEAlabama and/or LEADAlabama, no certificate required

C. Evaluations – PEPE

1. Are all EDUCATEAlabama and LEADAlabama online assessment processes current?					• Online assessment processes are current according to the time of year for each teacher and leader in the LEA
What is the date of the superintendent's last evaluation on file?					• Date on Evaluation Completion Form (from PEPE for 2010-2011)
2. Are current ESRs/LEA equivalent on file for all central office personnel? (from PEPE for 2010-2011)					• Central office ESR documents (from PEPE for 2010-2011)
What is the date of the ESRs/LEA equivalent on file for central office staff? (from PEPE for 2010-2011)					• Date on ESR documents (from PEPE for 2010-2011)
3. Are current ESRs/LEA equivalent on file for all principals? (from PEPE for 2010-2011)					• Principal(s) ESR document (from PEPE for 2010-2011)

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
What is the date of the ESRs/LEA equivalent on file for principals? (from PEPE for 2010-2011)					<ul style="list-style-type: none"> Date on Principal's ESR (from PEPE for 2010-2011)
4. Are current ESRs/LEA equivalent on file for all assistant principals? (from PEPE for 2010-2011)					<ul style="list-style-type: none"> Assistant Principal's ESR documents (from PEPE 2010-2011)
What is the date of the ESRs/LEA equivalent on file for asst. principals? (from PEPE 2010-2011)					<ul style="list-style-type: none"> Dates on Assistant Principal ESR (from PEPE 2010-2011)
D. Professional Development – PEPE/EDUCATEAlabama/LEADAlabama					
1. Is there electronic evidence in EDUCATEAlabama and LEADAlabama that individual evaluations result in specific professional development plans?					<ul style="list-style-type: none"> Individual PDP's on file electronically in either EDUCATEAlabama or LEADAlabama for every teacher and leader
2. Are individual PLPs or PDPs completed correctly on current forms, scored correctly and on file for the:					
a. Superintendent? (from PEPE for 2010-2011)					<ul style="list-style-type: none"> PDP form developed, signed and on file (from PEPE 2010-2011)
b. Central office staff? (LEADAlabama 2011-2012); from PEPE 2010-2011)					<ul style="list-style-type: none"> Electronic PLP in LEADAlabama (2011-2012); (from PEPE for 2010-2011)
c. Principals? (from PEPE for 2010-2011); LEADAlabama (2011-2012)					<ul style="list-style-type: none"> Electronic PLP in LEADAlabama (2011-2012); (from PEPE for 2010-2011)
d. Assistant principals? (from PEPE for 2010-2011); LEADAlabama (2011-2012)					<ul style="list-style-type: none"> Electronic PLP in LEADAlabama (2011-2012); (from PEPE for 2010-2011)
3. Are individual PLPs for teachers completed in EDUCATEAlabama with Professional Development approved?					<ul style="list-style-type: none"> Individual teacher PLP entered into EDUCATEAlabama approved, and has professional development to support it
4. Is there evidence that collective PLP data drive each individual school's professional development focus?					<ul style="list-style-type: none"> School Professional Development Plan activities reflect teacher needs as determined by teacher evaluations, teacher record/school profile program and are in EDUCATEAlabama
5. Is there evidence that collective PLP data drive the school system's professional development activities?					<ul style="list-style-type: none"> School system's Professional Development Plan reflects school needs as determined by individual PDPs, individual school profile analysis, system analysis supported by EDUCATEAlabama and LEADAlabama data

NOTE: All EDUCATEAlabama and LEADAlabama evaluation data for teachers and leaders may be reviewed electronically for each LEA

III. FEDERAL PROGRAMS

A. General Cross Cutting Provisions

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Does the LEA have on file the following approved plans and revisions that are to be retained at the LEA level:					
a) Title I LEA Plan? <i>Section 1112</i>					<ul style="list-style-type: none"> • Discussion of the LEA Plan with Central Office Staff and School Teams • Discussion of LEA Parental Involvement Plan with Principals Teachers, Parents • Discussion of individual teacher HQ plans with Central Office Staff and School Teams • Discussion of LEA Plan for implementing Parents Right-to-Know provision • Discussion of eCIPs for TA and SW schools not currently identified for school improvement • EL Plan and Immigrant Plan (if applicable) using required template • Discussion of EL Plan with EL Coordinator and/or other Central office Staff • Discussion of plan with Private School Officials and Central Office Staff • All applicable plans updated and loaded in eGAP • All applicable worksheets loaded in e-GAP
b) LEA Parent Involvement Policy/Plan? <i>Section 1112 & 1118</i>					
c) LEA Plan to ensure that all teachers are HQ? <i>Sections 1119 & 2122</i>					
d) LEA Plan for implementing the Parents Right-to-Know provision? <i>Section 1111(h)(6)</i>					
e) Electronic Continuous Improvement Plan for each school in improvement or identified for ALSDE support? <i>Section 1114, Section 1115, Section 1116</i>					
f) English Learner (EL) Plan? <i>Section 3116 and OCR</i>					
g) Immigrant Addendum, if applicable? <i>Section 3114</i>					
h) A Public School Choice Plan, if applicable?					
i) An Equitable Services Implementation plan for services to eligible students in private schools, if applicable?					
j) Corrective Action Plan, if applicable?					
k) Restructuring Plan, if applicable?					
2. Does the LEA have all required program evaluations:					
a) Title I?					<ul style="list-style-type: none"> • Discussion regarding all program evaluations processes and results with Central Office staff and/or Programs Coordinators for each program in system. • Program evaluations loaded in e-GAP as part of the application process
b) Title II?					
c) Title III? <i>Section 3121</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
d) Core ESL Program?					
e) Title VI?					
f) Migrant?					
g) Neglected and Delinquent?					
h) Parent Involvement?					
i) 21 st CCLC?					
j) Electronic Continuous Improvement Plan?					
k) Private Schools					
3. Does the LEA ensure that all Federal funds received under this part are only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources, and not to supplant such funds:					<ul style="list-style-type: none"> • Summary of all evidence • Review of year-to-date expenditure reports by fund source or cost center
a) Title I?					
b) Title II?					
c) Title III?					
d) Immigrant, if applicable?					
e) Title VI?					
f) Private Schools?					
g) Migrant?					
h) Neglected and Delinquent?					
i) Parent Involvement?					
j) 21 st CCLC?					
k) Electronic Continuous Improvement Plan?					
4. Does the LEA and/or school have and implement the following for all federal programs where applicable:					
a) Home Language Surveys?					
b) Employment Survey Documentation?					
c) Enrollment Procedures?					
d) Time and Effort Documentation?					
e) 100% Certification Documentation?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
f) Federal guidelines related to equipment purchases and inventory?					<ul style="list-style-type: none"> • Discussion of inventory and inventory processes with Central Office staff and school teams.
5. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the ALSDE:					
a) Title I?					
b) Title II?					
c) Title III?					
d) Immigrant, if applicable?					
e) Title VI?					
f) Private Schools?					
g) Migrant?					
h) Neglected and Delinquent?					
i) Parent Involvement?					
j) 21 st CCLC?					
k) Electronic Continuous Improvement Plan?					
6. Is there evidence that the LEA systematically coordinates the use of the separate sources of federal funds with state and local funds?					
a) Title I?					
b) Title II?					
c) Title III?					
d) Immigrant, if applicable?					
e) Title VI?					
f) Private Schools?					
g) Migrant?					
h) Neglected and Delinquent?					
i) Parent Involvement?					
j) 21 st CCLC?					
k) Electronic Continuous Improvement Plan?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
7. Is there evidence that the LEA provides system level support for each of its schools that receive and/or benefits from federal funds, including those that are identified under Section 1116? <i>Section 1112 & 1116</i>					<ul style="list-style-type: none"> • Discussion of support and oversight provided by Central Office staff to schools with local school teams.
8. Does the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant scientifically based research in selecting programs, services, and materials that are purchased with the following funds? <i>Section 1112(c)(1)(F) & Section 1112(c)(1)(O)</i>					<ul style="list-style-type: none"> • Discussion of support and oversight provided by Central Office staff to schools with local school teams.
a) Title I?					
b) Title II?					
c) Title III?					
d) Immigrant, if applicable? <i>Section 3115 (c)(d)</i>					
e) Title VI?					
f) Private Schools?					
g) Migrant?					
h) Neglected and Delinquent?					
i) Parent Involvement?					
j) 21 st CCLC?					
k) Electronic Continuous Improvement Plan?					
9. Is there evidence schools ensure all students participate in the state’s student assessments as described in the state’s assessment and accountability plan? <i>Section(a)(2)(b)(1)(A)</i>					<ul style="list-style-type: none"> • Discussion about student participation in state assessments with Central Office staff and school teams.
10. Is there evidence that the LEA systematically informs its eligible schools and parents about “schoolwide authority” and that the LEA provided technical assistance and support to schoolwide programs? <i>Section 1112(c)(1)(A) and (B)</i>					

B. Title I, Part A – Improving Basic Programs Operated by LEAs					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
11. Is there evidence of consultation with teachers, principals, administrators, other appropriate school personnel, parents and private school official for determination of LEA “set asides”? <i>Section 1112(d)(3) and Section 1120(b)(2)</i>					<ul style="list-style-type: none"> • Discussion regarding set asides with Central Office staff, school teams, parents, and private schools.
12. Does the LEA include the following components in its LEA Title I Plan:					
a) a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under Section 1111(b)(3) used by the LEA and schools? <i>Section 1112(b)(1)(A)(i-iv)</i>					<ul style="list-style-type: none"> • Review LEA Title I Plan
b) a description of any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in such section? <i>Section 1112(b)(B)</i>					
c) a description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the state’s challenging student academic achievement standards? <i>Section 1112(b)(C)</i>					
d) a description of the strategies the LEA will use to coordinate programs under this part with programs under Title II to provide professional development for teachers and principals, and if appropriate, pupil services personnel, administrators, parents and other staff, including LEA level staff, in accordance with Section 1118 and 1119? <i>Section 1112(b)(1)(D)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
<p>e) a description of how the LEA will coordinate and integrate services provided under this part with other educational services at the LEA or individual school level, including description of the inclusion of other programs:</p> <ul style="list-style-type: none"> • <i>Such as Even Start, Head Start, Reading First, and other preschool programs, including plans for the transition of participants in such programs?</i> • <i>Such as services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under Part A of Title VII, homeless children, and immigrant children?</i> <p>Section 1112(b)(E)</p>					
<p>f) an assurance that the local educational agency will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under Section 411(b)(2) of the National Education Statistics Act of 1994?</p>					
<p>g) a description of the poverty criteria that will be used to select school attendance areas under Section 1113?</p>					
<p>h) a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under Section 1115, will identify the eligible children most in need of services under this part?</p> <p>Section 1112(b)(I)(H)</p>					
<p>i) a general description of the nature of the programs to be conducted by such agency's schools under the:</p> <ul style="list-style-type: none"> • Schoolwide Program (Section 1114) • Targeted Assistance Program (Section 1115) • Educational services for children living in neglected or delinquent institutions or community day school programs, if applicable? <p>Section 1112(b)(I)(I)</p>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
<p>j) a description of how the LEA will ensure that migratory children and formerly migratory children, who are eligible to receive services under this part, are selected to receive such services on the same basis as other children who are selected to receive services under this part? <i>Section 1112(b)(1)(J)</i></p>					<ul style="list-style-type: none"> • Discussion regarding support for migratory children with LEA Migrant Staff and appropriate Central Office staff. •
<p>k) a description of how the LEA will use funds under this part to support preschool programs for children, particularly in Early Reading First, or in Head Start or Even Start programs, which services may be provided directly by the LEA or through other agencies, if appropriate? <i>Section 1112(b)(1)(K)</i></p>					
<p>l) a description of the actions the LEA will take to assist its low-achieving schools identified under Section 1116 as in need of improvement? <i>Section 1112(b)(1)(L)</i></p>					
<p>m) a description of the actions the LEA will take to implement public school choice and supplemental services, consistent with the requirements of Section 1116, if appropriate? <i>Section 1112(b)(1)(M)</i></p>					<ul style="list-style-type: none"> • Discussion regarding implementation of SES with SES Staff and appropriate Central Office staff.
<p>n) a description of how the LEA will meet the requirements for highly qualified teachers and paraprofessionals in accordance with Section 1119? <i>Section 1112(b)(1)(N)</i></p>					
<p>o) a description of the services the LEA will provide homeless children, including services provided with funds reserved under Section 1113(c)(3)(A)? <i>Section 1112(b)(1)(O)</i></p>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
p) a description of the strategies the LEA will use to implement effective parental involvement under Section 1118? <i>Section 1112(b)(I)(P)</i>					
q) A description of the process/procedures the LEA uses to ensure the implementation of the Parents Right-to-Know provisions under Section 1111(h)(6), Section 1112(g), and Section 3302?					
r) a description of how the LEA will use funds under this part to support after-school (including before-school and summer school) and school year extension programs? <i>Section 1112(b)(I)(Q)</i>					
13. Is the LEA Title I Plan periodically reviewed and revised, as necessary, in consultation with teachers, principals, administrators, other appropriate school personnel, parents and private school officials? <i>Section 1112(d)(3)</i>					<ul style="list-style-type: none"> • Discussion regarding review and revision process of LEA Title I Plan with central office staff
14. If the LEA administers a Title I supported preschool program, does the program comply with standards established under 641 A(a) of the Head Start Act? <i>Section 1112(c)(I)(G) & CFR 1304.21</i>					<ul style="list-style-type: none"> • Discussion of LEA preschool program with Central Office staff, as appropriate.
15. Is there evidence that the LEA uses state and local funds in its schools to provide services that, taken as a whole, are substantially comparable to services in schools that are not receiving funds under Title I, Part A? <i>If all schools in the LEA are served under Title I, Part A, the LEA must ensure that state and local funds are used to provide substantially comparable services in each of its schools.</i> <i>Section 1120A(c)(I)(B)</i>					<ul style="list-style-type: none"> • Discussion with Central Office staff
16. Does the LEA maintain fiscal effort in accordance with Section 1120A and Section 9521?					<ul style="list-style-type: none"> • Discussion regarding maintenance of effort if areas of concern have been identified by LEA/ALSDE Accounting review.

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
17. Is there evidence that each LEA Title I participating school, in accordance with Section 1111(h)(6) , implements the Parents Right-to-Know requirements which:					
a) Notifies parents of each student attending any school that received Title I, Part A funds that parents may request, and the LEA provide in a timely manner, information regarding the professional qualifications of the student's classroom teachers? Section 1111(h)(6)(A)					<ul style="list-style-type: none"> Parents – Did you receive a letter or notice from your school regarding your right to request the qualifications of your child's teachers?
b) Informs each individual parent on the level of achievement of the parent's child in each statewide academic assessment? Section 1111(h)(6)(B)(i)					<ul style="list-style-type: none"> Parents – How were you informed about your child's progress on the annual state assessments?
c) Provides timely notice that the parent's child has been assigned, or has been taught for 4 or more consecutive weeks by, a teacher who is not highly qualified? Section 1111(h)(6)(B)(ii)					<ul style="list-style-type: none"> Parents – Have you received a letter stating that your child is being taught by a teacher who is not highly qualified?
d) Presents notice and information under the Parents Right-to-Know requirements in an understandable and uniform format and, to the extent practicable, in a language that parents can understand? Section 1111(h)(6)(C)					
C. Title I, Part A – Schoolwide Programs (Section 1114)					
18. Is there evidence that each school participating in a SWP meets the intent and purposes of each program from which funds are combined into the SW Plan? Section 1114(a)(3)					<ul style="list-style-type: none"> Discussion with Central Office staff and school teams. How was the SW plan developed? Who was involved?
19. Is there evidence that each school participating in a SWP devotes sufficient resources to effectively carry out high quality and on-going professional development for teachers, principals, and paraprofessionals? Section 1114(a)(4)					<ul style="list-style-type: none"> Discussion of school budgets and expenditure reports with Central Office staff and school teams.

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
20. Does the LEA ensure that the following ten components are included in each Electronic Continuous Improvement Plan (eCIP) and that each component is systematically implemented as required in NCLB:	<i>eCIP Committee Interview. Discuss extended learning opportunities. How were the strategies developed? How are the strategies implemented and monitored? What role do teachers have in the budgeting of expenditures? Discuss professional development opportunities. How are professional development activities determined? How is the eCIP/SW program evaluated?</i>				
a) Comprehensive Needs Assessment? <i>Section 1114(b)(1)(A)</i>					<ul style="list-style-type: none"> School Improvement staff review all eCIPs for all schools currently in improvement. Onsite Team review selected plans of schools not identified for improvement.
b) Schoolwide reform strategies? <i>Section 1114(b)(1)(B)</i>					
c) Instruction by highly qualified teachers? <i>Section 1114(b)(1)(C)</i>					
d) High-quality and ongoing professional development? <i>Section 1114(b)(1)(D)</i>					
e) Strategies to attract high-quality, highly qualified teachers to high-needs schools? <i>Section 1114(b)(1)(E)</i>					
f) Strategies to increase parental involvement? <i>Section 1114(b)(1)(F)</i>					
g) Plan for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, state-funded preschool, and private preschools to Kindergarten or elementary school and/or plan for facilitating transitions from the ending grade in each school to the beginning grade in the next school, as applicable? <i>Section 1114(b)(1)(G).</i>					
h) Measures to include teachers in decisions regarding the use of results of statewide academic assessment? <i>Section 1114(b)(1)(H)</i>					
i) Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of student academic achievement are provided with effective, timely additional assistance? <i>Section 1114(b)(1)(I)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
j) Coordination and integration of federal, state and local services and programs, including programs supported under NCLB, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career technical education, and job training? <i>Section 1114(b)(1)(J)</i>					
21. Does the eCIP describe how the school will use its financial and other resources to implement the required components? <i>Section 1114(b)(2)(A)</i>					
22. Is there evidence that the eCIP was developed with involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and LEA-level administrators of programs combined in the plan? (<i>This group should include students for a secondary school</i>) <i>Section 1114(b)(2)(B)(ii)</i>					<ul style="list-style-type: none"> • Discussion regarding development of eCIP with Central Office staff, school teams, and parents.
23. Does the plan describe how the school will provide individual student academic achievement results and interpretation of the results to limited-English proficient parents in a language they can understand? <i>Section 1114(b)(2)(B)(iv)</i>					
24. Does the eCIP describe how the school will serve all special populations whether funded or not?					
25. Has the school completed the appropriate section of the eCIP if it has not made AMAOs?					
26. Is there evidence that the plan is reviewed and revised as necessary? <i>Section 1114(b)(2)(B)(iii)</i>					<ul style="list-style-type: none"> • Discussion of review process with Central Office staff, and school teams.
27. Is there evidence that the plan is made available to all school staff, parents, and the public in a format and language that is understandable? <i>Section 1114(b)(2)(B)(iv)</i>					<ul style="list-style-type: none"> • Central Office staff, schools teams, and parents: Have you reviewed your schools eCIP? • How is the eCIP made available to parents?

D. Title I, Part A – Targeted Assistance Programs (Section 1115)					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
28. Is there evidence that the LEA uses Title I, Part A funds only for Targeted Assistance (TA) programs that provide services to eligible children identified as having the greatest need for special academic assistance ? <i>Section 1115(b)(B)</i>					<ul style="list-style-type: none"> School Improvement staff will review eCIPs for schools in improvement. ALSDE will review eCIPs for schools not currently in improvement and interview staff. Review additional federal requirements section of all eCIP/TA
a) Does each local school conduct a comprehensive needs assessment?					<ul style="list-style-type: none"> Principal and school teams: How did the committee decide what grade and subject would be served?
b) Has the LEA established multiple, educationally related and objective criteria? <i>Section 1115(b)(B)</i>					<ul style="list-style-type: none"> School teams: How was the multiple criteria form developed?
c) Is there a rank order listing of eligible students, an indication of a cut-off score, and students that fall below the cut-off score?					<ul style="list-style-type: none"> School teams: How was the eligibility list established and is there a cut-off score?
d) Are students with the greatest needs receiving services?					<ul style="list-style-type: none"> School teams: How does the Title I teacher know what students to serve? Observations of teacher’s classes will be conducted.
e) Has each participating school established the multiple criteria by which student may exit the program?					<ul style="list-style-type: none"> School teams: What are the exit procedures?
29. Does the LEA ensure that the following eight components are included in each Electronic Continuous Improvement Plan (eCIP) and that each component is systematically implemented as required in NCLB: <i>Section 1115(c)</i>	<i>School Team Interview: Discuss extended learning opportunities. How were the strategies developed? How are they monitored? What role do teachers have in the budgeting of expenditures? Discuss professional development opportunities? How was professional development needs determined?</i>				
a) Programs resources used only to help participating children meet such State’s challenging student academic achievement standards? <i>Section 1115(c)(1)(A)</i>					
b) Incorporation of the targeted assistance plan into the total school improvement plan? <i>Section 1115(c)(1)(B)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
c) Effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and: (1) provides extended learning opportunities; (2) provides accelerated curriculum; (3) minimizes removing students from the regular classroom during regular school hours? <i>Section 1115(c)(1)(C)</i>					
d) Coordination with the regular classroom program including transition strategies, which may include services to assist preschool children in the transition from early childhood programs to elementary school programs? <i>Section 1115(c)(1)(D)</i>					<ul style="list-style-type: none"> • School terms: How is the Title I program coordinated with the regular program?
e) Instruction by high qualified teachers? <i>Section 1115(c)(1)(E)</i>					
f) Opportunities for high-quality ongoing professional development for teachers and other staff who work with participating children in the Title I program or in the regular education program? <i>Section 1115(c)(1)(F); Section 1115(d) & Section 1115(e)(3)</i>					<ul style="list-style-type: none"> • Title I Teacher: In what professional development have you participated?
g) Strategies to increase parental involvement? <i>Section 1115(c)(1)(G)</i>					
h) The Targeted Assistance program coordinates and integrates federal, state, and local services and programs to ensure that participating students achieve proficient or above on statewide assessments? <i>Section 1115(c)(2)(A)</i>					
30. Are Title I paid personnel identified and serving only eligible students?					

E. Title I, Part A – LEA Identified for Improvement (Section 1116)					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
31. Does the LEA have a board-approved LEA Improvement Plan (LIP) developed not later than 3 months after being identified for improvement that reflects consultation with parents, school staff, and others? <i>Section 1116(b)(14)(c)(7)(A)</i>					
32. Is the AMAO section of the LEA Improvement Plan (LIP) completed, if applicable?					
F. Title I, Part A – School Improvement (Section 1116)					
33. Is there evidence that the LEA reviews annually the progress of each Title I participating school toward having all students achieve proficient or above on statewide assessment and Other indicators of Adequate Yearly Progress (AYP)? <i>Section 1116(a)(1)(A)</i>					<ul style="list-style-type: none"> • On-site review and discussion with Central Office staff and school teams by School Improvement staff and ALSDE Compliance Assistance Team. • Review of written/printed documentation
34. Is there evidence that the LEA annually publicizes and disseminates results of statewide student assessments and its annual review to parents, teachers, principals, other staff and the community, in a language that parents can understand? <i>Section 1116(a)(1)(C)</i>					<ul style="list-style-type: none"> • On-site review and discussion with Central Office staff and school teams by School Improvement staff and ALSDE Compliance Assistance Team. • Review of written/printed documentation
35. Is there evidence that the LEA annually reviews the effectiveness of the actions and activities the Title I participating schools are carrying out with respect to parent involvement, professional development, and other activities that are required under Section 1116? <i>Section 1116(a)(1)(D)</i>					<ul style="list-style-type: none"> • On-site review and discussion with Central Office staff and school teams by School Improvement staff and ALSDE Compliance Assistance Team. • Review of written/printed documentation
36. Is there evidence that the LEA, not later than fourteen days before the first day of the school year following initial and succeeding years of identification for improvement, notified parents of all students enrolled in the school of their option to transfer their child(ren) to another public school served by the LEA? <i>Section 1116(b)(1)(E)(i)</i>					<ul style="list-style-type: none"> • School Choice Letters must be posted to the LEA Web site. • On-site review and discussion by School Choice/SES Monitoring Team.

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
37. If all requests for transfer cannot be accommodated, is there evidence that priority for transfers was given to the lowest achieving children from low-income families? <i>Section 1116(b)(1)(E)(ii)</i>					<ul style="list-style-type: none"> • On-site review and discussion by School Choice/SES monitoring team. • Review of written/printed documentation
38. If the LEA has not implemented public school choice because appropriate staff at the ALSDE concurs that the LEA cannot implement choice, has the LEA implemented supplemental education services for eligible students without regard to the number of years a school has been identified for improvement? <i>Section 1116(b)(5)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site interview by SES monitoring team
39. Has the LEA ensured that any school identified for School Improvement in Year 3 and beyond receives not less than 85% of their previous year's individual school's allocation? <i>Section 1116(b)(10)(D)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • Review School Improvement Worksheet in LEA's • Document Library
40. Does each school identified by the ALSDE under Title I for school improvement have a Electronic Continuous Improvement Plan (eCIP) that includes and ensures implementation by the LEA of the following: <i>Section 1116(b)(3)(A)</i>	<i>Interview: School Improvement staff will conduct scheduled eCIP reviews for all schools in improvement.</i>				
a) That the school will spend not less than 10% of its school level allocation on high quality professional development each year it is identified?					<ul style="list-style-type: none"> • Review of written/printed documentation
b) Was developed in consultation with parents, school staff, the LEA, and outside experts (as applicable)?					<ul style="list-style-type: none"> • Review of written/printed documentation
c) Was approved by the LEA and submitted to the ALSDE not later than 3 months after the LEA was identified of the school improvement status?					<ul style="list-style-type: none"> • Review of written/printed documentation

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
d) Incorporates scientifically based research strategies and effective practices that specifically address the academic issues that caused the school to be notified for improvement? <i>Section 1116(b)(3)(A)(i)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation
41. Does the LEA ensure that each eCIP is being periodically evaluated?					<ul style="list-style-type: none"> • Interview with district school staff.
42. Is there evidence that the technical assistance provided demonstrates that the LEA (1) assists with analyzing assessment data; (2) assists with identifying scientifically based research instructional strategies and professional development; and (3) assists with analyzing and developing the school's budget? <i>Section 1116(b)(1)(B)(i)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation
43. Is there evidence that the applicable LEA provided promptly, upon receipt of notification of academic status, to parents of each student enrolled in the school (1) information about the school's status; (2) reasons for the identification; (3) what the school will do to address the academic problems; (4) what the LEA will do to address the problems; (5) how the parents can help; (6) options to transfer to another school and; (7) as applicable, how students may obtain supplemental education services? <i>Section 1116(b)(6)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation
44. If a school has been identified for improvement for a second and succeeding years, is there evidence that the LEA has provided annual notice to parents of (1) the availability of supplemental education services from a state-approved list of providers; (2) the identity of approved providers; and (3) a description of the services, qualifications, and demonstrated effectiveness of each provider? <i>Section 1116(e)(2)(A) and 2009 Non-Regulatory Guidance G-2, G-5, G-6, and G-7</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site reviews conducted by SES Monitoring Team.

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
45. Is there evidence that the LEA provided assistance, upon request, to parents in choosing a provider from the state-approved list? <i>Section 1116(e)(2)(B)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site reviews conducted by SES Monitoring Team.
46. Has the LEA, using the ALSDE template in the SES toolkit as a guide, entered into a contractual agreement with an approved SES Provider to provide supplemental education services? <i>Section 1116(e)(3)A</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site reviews conducted by SES Monitoring Team.
47. If all requests for supplemental education services cannot be accommodated, is there evidence that such services are provided at least to the lowest achieving students from low-income families? <i>Section 1116(e)(2)(C)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site reviews conducted by SES Monitoring Team.
48. Does the LEA ensure that eligible students with disabilities under IDEA and students covered under Section 504 receive equal appropriate supplemental educational services and accommodations in the provision of those services? <i>Section 1116(e)(3)(A), Public Law 200.47(a)(5)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site reviews conducted by SES Monitoring Team.
49. Does the LEA ensure eligible students who are English language learners have equal and appropriate supplemental education services and language assistance in the provision of those services? <i>2009 SES Non-Regulatory Guidance A-2</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site reviews conducted by SES Monitoring Team.
50. Does the LEA have procedures in place to ensure that it will not disclose to the public the identity of any student who is eligible for, or receiving supplemental education services under this subsection without the written permission of the parent of the students? <i>Section 1116(e)(3)(E)</i>					<ul style="list-style-type: none"> • Review of written/printed documentation • On-site interview by SES monitoring team

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
51. Is there evidence that the LEA is using the school improvement funds specifically to improve student achievement in accordance with the ALSDE approved budget and the LEA and school plans? (Includes 1003(a) and if applicable 1003(g) funds. 2006 LEA and School Improvement Non-Regulatory Guidance D-6)					<ul style="list-style-type: none"> • Review of written/printed documentation • Discussion regarding expenditure of school improvement funds and the impact on student achievement with Central Office staff.
G. Title I, Part A – School Improvement (Section 1003(g))					
SIG-Transformation Model: Developing and Increasing Teacher and School Leader Effectiveness					
52. Has the LEA replaced the principal who led the school prior to commencement of the transformation model? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • LEA Letter to State SIG Staff • Board minutes indicating replacement
53. Does the LEA use rigorous, transparent and equitable evaluation systems for teachers and principals that take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increase high school graduation rates? <i>Final Requirements for School improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Achievement data summaries for all teachers in SIG schools • Documentation of formal observations of all teachers in SIG schools
54. Is there evidence that:					
a. The LEA identifies and rewards school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Reward documentation (certificates, PD, stipends)
b. The LEA identifies and removes those who, after ample opportunities have been provided for them to improve their professional practice, have not done so? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • List of faculty members not retained by LEA in SIG school

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
55. Is there evidence that the LEA provides professional development that is:					
a. Ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Schedule of PD activities • Sign-in sheets for PD for all teachers in SIG schools
b. Aligned with the school’s comprehensive instructional program? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • PD addressed in eCIP/CIP
c. Designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Minutes from meetings where staff participated in PD planning • Documentation of PD needs
56. Is there evidence that the LEA implements strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a SIG school? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Discussion with central office and school staff

SIG-Transformation Model: Comprehensive Instructional Reform Strategies					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
57. Does the LEA ensure that all transformation schools use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Sign-in sheets and minutes from related meetings • Discussion with central office and school staff • Continuous Improvement Plan (CIP) • Curriculum Alignment Guides
58. Does the LEA require the continuous use of student data (i.e. formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students? <i>Final Requirements for School Improvement Grants, Federal Register</i>					<ul style="list-style-type: none"> • Sign-in sheets and minutes from related meetings • Documentation of formative and interim assessments • Review of Rtl implementation
SIG-Transformation Model: Increasing Learning Time and Creating Community-Oriented Schools					
59. Does the LEA require the participating schools to establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to include additional time for:					
a. Instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Sign-in sheets for related programs • School calendar • School daily schedule
b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Sign-in sheets for related programs • School calendar • School daily schedule • Summer school calendar • Summer school daily schedule

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
c. Teachers to collaborate, plan, and engage in professional development within and across grades and subjects? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Minutes from collaborative meetings within grades, across grades, within subjects and across subjects • PD schedules
60. Does the LEA provide ongoing mechanisms for family and community engagement? Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d					<ul style="list-style-type: none"> • Sign-in sheets for related meetings • Flyers, newspaper articles, etc. • Agreements with agencies for services
SIG-Transformation Model: Providing Operational Flexibility and Sustained Support					
61. Does the LEA give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Discussion with central office staff and school staff
62. Does the LEA ensure that the school implementing the transformation model receives ongoing, intensive technical assistance and related support from the LEA or a designated external lead partner organization (such as a school turnaround organization or an EMO)? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Discussion with LEA SIG contact, SIG School Specialist, and principal • External provider documentation • LEA documentation
SIG-Turnaround Model: Providing Operational Flexibility and Sustained Support					
63. Has the LEA replaced the principal who led the school prior to commencement of the turnaround model and granted the principal operational flexibility? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • LEA Letter to State SIG Staff • Board minutes indicating replacement • Discussion with central office and school staff

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
64. Did the LEA use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students to meet the requirement of rehiring no more than 50 percent of the staff and selecting new staff? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • Board minutes indicating replacement • Discussion with central office and school staff • Copy of locally adopted competencies
65. Is there evidence that the LEA implements strategies such as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a SIG school? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • Review of expenditure report • Board minutes indicating approval for implementing strategies • Discussion with central office and school staff
66. Is there evidence that the LEA provides professional development that is:					
a. Ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction)? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • Schedule of PD activities • Sign-in sheets for related PD for all teaches in SIG schools • Discussion with central office and school staff
b. Aligned with the school’s comprehensive instructional program? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.</i>					<ul style="list-style-type: none"> • PD addressed in eCIP/CIP • Discussion with central office and school staff

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
<p>c. Designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i></p>					<ul style="list-style-type: none"> • Minutes from meetings where staff participated in PD planning • Documentation of PD need
<p>67. Is there evidence that the LEA has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new “turnaround office” in the LEA or SEA, hire a “turnaround leader” who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i></p>					<ul style="list-style-type: none"> • Turnaround Specialist/Office • Contract or agreement with LEA or SEA for flexibility • Discussion with central office and school staff
<p>68. Does the LEA use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i></p>					<ul style="list-style-type: none"> • Continuous Improvement Plan (CIP) • Curriculum Alignment Guides • Discussion with central office and school staff • Sign-in sheets and minutes from related meetings
<p>69. Does the LEA promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i></p>					<ul style="list-style-type: none"> • Sign-in sheets and minutes from data meetings • Documentation of formative and interim assessments • Review of RTL implementation • Discussion with central office and schools staff

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
70. Does the LEA require the participating schools to establish schedules and strategies that provide increased learning time using a longer school day, week, or year schedule to include additional time for:					
a. Instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • Sign-in sheets for related programs in core academic subjects • School calendar • School daily schedule
b. Instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work-based learning opportunities that are provided by partnering, as appropriate, with other organizations? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • Sign-in sheets for related programs and other subjects and enrichment activities • School calendar • School daily schedule
c. Teachers to collaborate, plan, and engage in professional development within and across grades and subjects? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.a</i>					<ul style="list-style-type: none"> • Minutes from collaborative meetings within grades, across grades, within subjects and across subjects • PD schedules
71. Does the LEA provide ongoing mechanisms for social-emotional and community oriented services and supports for students? <i>Final Requirements for School Improvement Grants, Federal Register 1/21/2010, I.A.2.d</i>					<ul style="list-style-type: none"> • Sign-in sheets for parent meetings and community meetings • Flyers, newspaper articles, etc • Agreements with agencies for services

H. Title I, Part A – Parental Involvement (Section 1118)					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
72. Does the LEA ensure that the following components are described in the LEA parental involvement plan and that each component is implemented:	<i>LEA Parental Involvement Plan loaded in e-GAP document library by LEA.</i>				
a) How the LEA will involve parents in the joint development of the LEA Title I Plan and the process of school review and improvement under Section 1116? <i>Section 1118(a)(2)(A)</i>					<ul style="list-style-type: none"> Central Office staff and parents: What process is in place for giving all Title I parents the opportunity for involvement in the LEA Title I plan?
b) How the LEA will provide for the coordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance? <i>Section 1118(a)(2)(b)</i>					<ul style="list-style-type: none"> Central Office staff: Explain how the LEA provides technical assistance and other support necessary to assist Title I participating school in planning and implementation of effective parent involvement activities.
c) How the LEA will build the schools' and parents' capacity for strong parental involvement in accordance with Section 1118(e)?					<ul style="list-style-type: none"> Central Office team: How do you guide your schools in building strong parent involvement programs?
d) How the LEA will conduct with parents, an annual evaluation , of (1) the content and effectiveness of the parental involvement plan in improving the academic quality of Title I schools, including identifying barriers to greater participation by parents in authorized activities; and, (2) use the findings to design more effective strategies and revise the plan? <i>Section 1118(a)(2)(E)</i>					<ul style="list-style-type: none"> Central Office staff and parents: How are parents involved in the annual evaluation of the LEA Parental Involvement Plan? Parents: Were you involved in the annual evaluation of your school system's parental involvement plan?
e) How the LEA will actively involve parents in activities of the Title I schools? <i>Section 1118(a)(2)(F)</i>					
73. Is there evidence that the LEA plan is developed jointly with, agreed on with, and distributed to parents of Title I participating students? <i>Section 1118(a)(2)</i>					<ul style="list-style-type: none"> Parents: Were you involved in the development of your school system's Parental Involvement Plan? Did you receive a copy of this plan?

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
74. Is there evidence that each Title I participating school has a parental involvement plan that was developed jointly with, agreed on with, and distributed to parents of Title I participating students?					<ul style="list-style-type: none"> Parents: Did you receive a copy of your school's parental involvement plan this year?
75. Does each Title I participating school ensure that the following required components are described in its parental involvement plan and that each component is implemented:					
a) How the school convenes an annual meeting of all parents of participating children, at a convenient time, to inform parents of Title I participation, its requirements, and their right to be involved? <i>Section 1118(c)(1)</i>					<ul style="list-style-type: none"> Parents: Did your school hold a meeting for Title I parents at the beginning of the school year? What kinds of things were discussed at the meeting? What does it mean to be a Title I school? Are you familiar with the 1% set-aside for parental involvement? Were you involved in decisions regarding use of this money?
b) How the school offers a flexible schedule of meetings, such as meetings in the morning or evening? <i>Section 1118(c)(2)</i>					<ul style="list-style-type: none"> School teams: Discuss how you schedule various parental involvement activities and meetings.
c) How the school involves parents in an organized ongoing, and timely way in the planning, review and improvement of Title I programs including planning, review, and improvement of the school parental involvement plan? <i>Section 1118(c)(3)</i>					
d) How the school provides parents of participating children timely information about programs under Title I, a description and explanation of the curriculum in use, forms of academic assessment used, and if requested by parents, opportunities for regular meetings to formulate suggestions and participate as appropriate, in decisions relating to the education of their children? <i>Section 1118(c)(4)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
e) How the school will submit comments/concerns to the LEA, if the Electronic Continuous Improvement Plan is not satisfactory to parents? <i>Section 1118(c)(5)</i>					
f) How the school-parent compact is jointly developed with parents of participating students; how it is used, reviewed and updated? <i>Section 1118(d)</i>					<ul style="list-style-type: none"> Parents: Are you familiar with the school-parent compact? Were you involved in the development or revision of the compact?
g) How the school builds teachers' and parents' capacity for strong parental involvement? <i>Section 1118(e)</i>					<ul style="list-style-type: none"> Principal: How does the school assist teachers in working with parents to increase student achievement? What training is offered to parents throughout the year?
h) How the school will to the extent practical, provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children? <i>Section 1118(f)</i>					<ul style="list-style-type: none"> Principal: How do you ensure that ELL, migrant, or disabled parents have the opportunity for being involved in Title I activities?
I. Title I, Part A – Qualifications For Teachers and Para-Professionals (Section 1119)					
76. Is there evidence that the LEA has ensured that all core academic subject teachers who teach in a Title I SW or are paid from Title I funds in a TA program were “highly qualified” at the time they were hired? <i>Section 1119(a)(1)</i>					<ul style="list-style-type: none"> Review of HQ status of current teaching staff with Central Office personnel. Interview: Human Resource Coordinator How does the LEA ensure that all new hires meet HQT requirements?
77. Is there evidence that the LEA has ensured that all paraprofessionals who work in an instructional capacity in a Title I schoolwide program or are paid from Title I funds in a targeted assistance program were highly qualified at the time they were hired? <i>Section 1119 (c)(1)</i>					<ul style="list-style-type: none"> Review of HQ status of current teaching staff with Central Office personnel. Interview: Human Resource Coordinator How does the LEA ensure that all new hires meet HQT requirements?

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
78. Does the LEA ensure that any paraprofessional working in a Title I school does not provide any instructional services to a student unless the paraprofessional is working under the direct supervision of a teacher who is highly qualified? <i>Section 1119(g)(3)(A)</i>					<ul style="list-style-type: none"> Review of HQ status of current teaching staff with Central Office Personnel.
79. Does the LEA use not less than 5% or more than 10% of its total annual allocation of Title I, Part A funds to provide high quality professional development to ensure that non-highly qualified teachers and paraprofessionals become highly qualified (unless a lesser amount is needed.)? <i>Section 1119(I)</i>					<ul style="list-style-type: none"> LEA Consolidated Application LEA Expenditure Report Documentation of progress toward annual measurable objectives
80. Is there evidence that the LEA uses other available federal funds, e.g., Title II to ensure that (1) teachers who are not highly qualified become highly qualified and (2) paraprofessionals who are not highly qualified become highly qualified?					<ul style="list-style-type: none"> LEA Consolidated Application LEA Highly Qualified Teacher Plan LEA Expenditure Report Documentation of progress toward annual measurable objectives for highly qualified teachers
81. Is there evidence that each teacher's actual teaching assignment matches with the teacher's assignment reported to the ALSDE on the LEAPS report?					<ul style="list-style-type: none"> Master schedule Consolidated Application
82. Is there evidence that the LEA has ensured the following:					
a) The principal of each school operating a SWP or TA attests annually in writing to whether such school is in compliance with the Highly Qualified Requirements? <i>Section 1119(h)(i)(1)</i>					<ul style="list-style-type: none"> Signed copies of attestations
b) Copies of attestations shall be maintained at each school and at the central office of the LEA? <i>Section 1119(i)(2)(a)</i>					<ul style="list-style-type: none"> Signed copies of attestations at the central office and at each school
c) Copies of attestations shall be available to any member of the general public on request? <i>Section 1119(i)(2)(b)</i>					<ul style="list-style-type: none"> Documentation of public access to attestations

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
83. Did the LEA develop and implement a plan to ensure that all teachers teaching core subjects within the LEA are highly qualified? <i>Section 1119(a)(2)</i>					<ul style="list-style-type: none"> • LEA highly qualified plan with evidence of how the district has identified and addressed deficiencies for not meeting 100% highly qualified teacher goals. • Evidence that Title II, Part A funds were used to help improve HQT percentages?
J. Migrant Title I, Part C – Migrant Education Program					
84. Does the LEA have:					
a) A correctly completed, legible Certificate of Eligibility for each migrant family served? <i>Section 1308(B)(4)(e) and Migrant Guidance Section M</i>					<ul style="list-style-type: none"> • Migrant staff will review annually all programs onsite.
b) A system for ensuring the 36-month eligibility requirement is met? <i>Section 1309(2)</i>					<ul style="list-style-type: none"> • Discussion with system staff for ensuring eligibility with LEA migrant staff.
c) A system for transferring student records including family data, educational/health history and test scores? <i>Section 1308(b)(2)</i>					<ul style="list-style-type: none"> • Discussion with system staff for transferring student records.
85. Does the Continuous Improvement Plan have provisions of the following:					
a) A comprehensive needs assessment that addresses special need for migratory children, preschool-grade 12? <i>Section 1306</i>					<ul style="list-style-type: none"> • Annual onsite review by migrant contract staff.
b) Assurances that the unique educational needs of migratory children, preschool-grade 12 will be met? <i>Section 1304(c)</i>					<ul style="list-style-type: none"> • Discuss service delivery plan with applicable Central Office staff
c) A comprehensive service delivery plan that meets the year round needs of migratory K-8 children? (if applicable) <i>Section 1304</i>					
d) A comprehensive service delivery plan that meets the year round needs of preschool migratory children? (if applicable) <i>Section 1304</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
e) A comprehensive service delivery plan that emphasizes high school drop-out prevention and increased graduation rates? (If applicable) <i>Section 1304</i>					
f) Procedures to establish that priority services are given to migratory children who are failing, or most at risk of failing (greatest need), to meet the state's challenging content and student performance standards AND whose education has been interrupted during the regular school year? <i>Section 1304(d)</i>					
g) Plans for professional development programs for teachers and other program personnel to specifically assist the education of migrant children? <i>Section 1304(c)(6)(B)</i>					
h) Equal access for migratory student to: 1) public preschool programs? 2) extended school programs? 3) Title I, Title III and other supplemental programs provided during the regular school day? <i>Section 1306(b)(2)</i>					
i) A method to include migrant parents / guardians in meaningful dialogue concerning operation of the MEP to ensure the migratory children meet the same challenging, academic achievement standards that all children are expected to meet? <i>Section 1304(c)(3)</i>					<ul style="list-style-type: none"> • Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.
86. Does the LEA have in place and/or implement:					
a) Advocacy programs to help migrant families overcome cultural and language barriers as well as social isolation in the school setting? <i>Section 1301(5)</i>					<ul style="list-style-type: none"> • Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
b) A system to access health, nutrition and social services when needed? <i>Section 1304(c)(6)(A)</i>					
c) A method for informing migrant parents of each student's adequate yearly progress in a format and language understandable to parents <i>Section 1304(c)(3)(A)</i>					
d) A method for informing migrant parents of the availability of family literacy, technology, or other adult education programs? <i>Section 1304(c)(C)(D)</i>					
87. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines? <i>Section 1304(c)(I)(A)</i>					
J. Title I, Part D, Subpart 2 – Education of Neglected/Delinquent Children (Section 1401)					
88. Is there evidence that participating schools implement the following according to the approved application:					
a) coordination with facilities that work with delinquent children and youth to ensure their participation in an educational program that is comparable to the one operated in the local school? <i>Section 1423(3)</i>					<ul style="list-style-type: none"> • Staff Interviews
b) a program for children and youth returning from correctional facilities/ <i>Section 1423(4)</i>					<ul style="list-style-type: none"> • Staff Interviews • Program description
c) coordination of existing educational programs to meet the unique educational needs and characteristics of the children and youth?					<ul style="list-style-type: none"> • Staff Interviews • Program description
d) as appropriate, coordination with existing social, health, and other services to meet the needs of returning students? <i>Section 1423(6)</i>					<ul style="list-style-type: none"> • Staff Interviews

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
e) as appropriate, partnerships with local business to develop training, curriculum-based youth entrepreneurship education, and mentoring services to participating students? <i>Section 1423(7)</i>					<ul style="list-style-type: none"> • Staff Interviews
f) as appropriate, involvement of parents in efforts to improve educational achievement, assist in drop-out prevention, activities, and to prevent the involvement of their children in delinquent activities? <i>Section 1423 (8)</i>					
g) coordination with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs? <i>Section 1423(10)</i>					<ul style="list-style-type: none"> • Staff Interviews
h) work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities? <i>Section 1423(11)</i>					<ul style="list-style-type: none"> • Staff Interviews • Program description
i) ensuring correctional facilities are aware of a student's existing individualized education program? <i>Section 1423(12)</i>					<ul style="list-style-type: none"> • Discussion of how schools make facilities aware of a student's existing IEP
j) as appropriate, finding alternative placements for students interested in continuing their education but unable to participate in a regular public school programs? <i>Section 1423(13)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
89. Are funds used to operate the following: <i>Section 1424</i>	NOTE: An LEA that serves a school operated by a correctional facility is not required to provide a program of support if more than 30% of the students will reside outside the boundaries of the LEA after leaving the facility.				
a) Programs that serve children and youth returning to local schools from correctional facilities, to assist in the transition of children and youth to the school environment and help them remain in school in order to complete their education?					<ul style="list-style-type: none"> Describe how the LEA uses funds to transition children returning from correctional facilities, for a dropout prevention program, for health and social services, to meet unique academic needs of served students, and mentoring or peer mediation.
b) A dropout prevention program that targets at-risk children and youth?					
c) The coordination of health and social services for children and youth that will improve the likelihood that such individual will complete their education?					
d) Special programs to meet the unique academic needs of participating children and youth?					
e) Programs providing mentoring and peer mediation?					
90. Is there evidence that funds are allocated based on need; e.g., concentration of poverty, dropout rates, other objective indicators or educational needs? <i>(If a school receiving Part D, Subpart 2 funds is not a Title I, Part A participating school, LEA must identify the at-risk youth enrolled in the school that will receive Part D services)</i>					<ul style="list-style-type: none"> Describe how the LEA allocates funds based on needs
91. Is there evidence that the LEA has made a substantial effort to negotiate agreement with all facilities, particularly those with the highest number of delinquent children?					
92. Does the LEA exercise administrative control and assume responsibility for monitoring the funded programs to ensure compliance with any formal agreements and applicable statutory and regulatory requirements?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
93. Does the LEA conduct a program evaluation using multiple and appropriate measures of student progress, at least once every three years to determine Part D’s impact on the ability of participants to: a) maintain and improve educational achievement; b) accrue school credits that meet state requirements for grade promotion and secondary school graduation; c) make the transition to a regular program or the education program operated by the LEA; and d) complete secondary school or (secondary equivalency requirements) and obtain employment after leaving the institution? <i>Section 1431(c)and 1431(a)</i>					<ul style="list-style-type: none"> • Discuss program evaluation results
94. Does the LEA use the results of evaluations to plan and improve subsequent programs for participating children and youth? <i>Section 1431(d)(2)</i>					<ul style="list-style-type: none"> • Discussion with Central Office staff regarding the results of the program evaluation • How does the LEA use the Title I, Part D evaluation results?
K. Participation of Children Enrolled in Private Schools					
<p>NOTE: This section applies to all federal fund sources regarding services to students and teachers in private schools.</p> <p>Title I, Part A – Participation of Children Enrolled in Private Schools</p> <p>Title I, Part B, Subpart 3 – Even Start Family Literacy Programs</p> <p>Title I, Part C – Education of Migratory Children</p> <p>Title II, Part A - Teacher and Principal Training and Recruiting Fund</p> <p>Title III, Part A – English Language Acquisition, Language Enhancement, and Academic Achievement Act</p> <p>Title IV, Part B – 21st Century Community Learning Centers</p> <p>Title IX, Part E – Uniform Provisions – Subpart 1 – Private Schools</p>					
95. Does the LEA provide timely and meaningful consultation with non-public school officials on the availability of funds to provide services to eligible private school students (as appropriate)? <i>Section 1120(a)(1); 9501(b); 5142(a)</i>					<ul style="list-style-type: none"> • Interviews with private school officials.
96. Does the LEA make private school officials aware of the procedure to file a complaint to the ALSDE regarding timely and meaningful consultation provided by the LEA? <i>(All applicable fund sources)</i> <i>Section 1120 (b)(5)</i>					<ul style="list-style-type: none"> • Interviews with private school officials.

Does the LEA provide programs and services to students or teachers in non-public schools? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
97. Does the LEA maintain written affirmation(s) of the timely and meaningful consultation provided to private school officials? <i>(All applicable fund sources) Section 1120(b)(4);9501(C)(1)</i>					<ul style="list-style-type: none"> Interviews with private school officials.
98. As appropriate, does the LEA ensure that participating students and teachers in non-public schools are provided equitable services? <i>NOTE: All applicable fund sources</i>					<ul style="list-style-type: none"> Interviews with private school officials.
99. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for Title I services , of the following: <i>Section 1120(b)(1)</i>					
a) Identification of the students' needs?					<ul style="list-style-type: none"> Interviews with private school officials and LEA Central Office staff.
b) Services to be offered?					
c) How, where, and by whom the services will be provided?					
d) Assessment of the services provided and how the assessment results will be used to improve services provided?					
e) Equitable services to be provided and proportion of funds to be allocated?					
100. Is there evidence that the LEA and each non-public school, through timely and meaningful consultation, have jointly developed a written Title I Plan , designed to serve students in non-public schools?					<ul style="list-style-type: none"> Review of LEA Title I plan with Central Office staff.
101. Is there evidence that the LEA, in conjunction with non-public school officials, has established criteria to identify eligible non-public school students for Title I services having the greatest need for special academic assistance: <i>Section 1120(2)(1)</i>	<i>Interview: Central Office staff to discover collaborative efforts with non-public schools.</i>				
a) Has the LEA established multiple educationally related, objective criteria? <i>Section 1115(b)(B)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
b) Is there a rank order listing of eligible students, an indication of a cut-off score, and students that fall below the cut-off score?					
c) Are students with the greatest needs receiving services?					
d) Has each participating school established the multiple criteria by which students may exit the program?					
102. Is there documentation to support parental refusal of student's participation of Title I Services?					
103. Are Title I services provided to participating non public/school students secular, neutral and non-ideological? <i>Section 1120(a)(3)</i>					
104. Does the LEA retain control of and include in its inventory (materials, equipment, property), purchased with federal funds for use in non-public schools? <i>All applicable fund sources Section 1120(d)(1); 5142(c); 9501(d)</i>					
L. Title II, Part A – Preparing, Training, and Recruiting Highly qualified Teachers and Principals (Section 2101)					
105. Has the LEA targeted funds to schools within the jurisdiction of the local educational agency that: <i>Section 2122(b)(3)</i>					
a. Have the lowest proportion of highly qualified teachers? <i>Section 2122(b)(3)</i>					<ul style="list-style-type: none"> • Working notes for selecting schools • Written procedures/criteria for allocating funds • Expenditure reports
b. Have the largest average class size? <i>Section 2122(b)(3)</i>					
c. Are identified for school improvement under Section 1116(b)? <i>Section 2122(b)(3)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
106. Did the LEA conduct a needs assessment to determine local needs for professional development and hiring that contain the following components: <i>Section 2122(b)8</i>					
a) Evidence that the needs assessment was conducted with the involvement of teachers, including teachers participating in Part A of Title I, paraprofessionals, principals, parents, and other relevant school personnel? <i>Section 2122(b)(7)</i>					<ul style="list-style-type: none"> • List of planning team members • Related working notes and written communications • Minutes and sign-in sheets from planning meetings
b) A summary of the results of the needs analysis for professional development and the hiring of highly qualified teachers? <i>Section 2122(b)8</i>					<ul style="list-style-type: none"> • Description of the results of the needs assessment for professional development and hiring highly qualified teachers
107. Does the LEA plan include professional development activities that are aligned with and tied to state content and student academic achievement standards, and State assessments are consistent with the need(s) assessment? <i>Section 2122 (b)(A)</i>					<ul style="list-style-type: none"> • LEA Consolidation Application Plan Goals, Strategies, and Actions Steps
108. Does the LEA plan include a description of how activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement? <i>Section 2122 (b)(1)(B)</i>					<ul style="list-style-type: none"> • LEA Consolidation Application Plan Goals, Strategies, and Actions Steps
109. Does the LEA plan include a description of how activities will have a measurable impact on student academic achievement and will be used to eliminate the achievement gap that separates low-income and minority students from other students? <i>Section 2122 (b)(2)</i>					<ul style="list-style-type: none"> • LEA Consolidation Application Plan Goals, Strategies, and Actions Steps
110. Does the plan provide how professional development activities will be coordinated with activities provided through other Federal, state, and local programs? <i>Section 2122(b)(4)</i>					<ul style="list-style-type: none"> • LEA Consolidation Application Plan Goals, Strategies, and Actions Steps

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
111. Did the LEA provide an annual evaluation and analysis of evaluation results used in planning for the subsequent year's program? <i>Section 2122(B)(9)</i>					<ul style="list-style-type: none"> Program evaluation Consolidated Application
112. Are all teachers whose salaries are paid from these funds fully certified to teach in the areas to which they have been assigned and been designated as HQ?					<ul style="list-style-type: none"> Documentation of teacher certification and highly qualified status
113. Did the LEA fail to; <i>Section 2141(c)</i>					
a. Make adequate yearly progress (AYP) under Section 1111(b)(2)(B) of Title I, Part A, in NCLB for three consecutive years?					<ul style="list-style-type: none"> Evidence that the LEA targeted Title II-A funds in support of the following: <ol style="list-style-type: none"> High quality professional learning activities in the areas the district did not meet AYP Teachers and paraprofessionals becoming highly qualified and more effective
b. Achieve 100% HQT for all teachers teaching core subjects for the same three consecutive years?					
114. Is there evidence that each Title II/CSR paid teacher's actual teaching assignment is congruent with the teacher's assignment reported on the LEAPS report to the ALSDE?					<ul style="list-style-type: none"> Master Schedule LEAPS Report
M. Language Instruction for Limited English Proficient and Immigrant Students					
115. Does the school system have a Board-approved policy of admitting students regardless of immigrant status or English-speaking status? <i>Plyler vs. Doe, 457 U.S. 202, (1982, Title VI of the Civil Rights Act (1964))</i>					<ul style="list-style-type: none"> School Staff: Explain the policy and process for enrolling EL students.
116. Is there evidence that the LEA systematically communicates the following:					
a) The English Learner (EL) or LEP Policy to all school and LEA personnel? <i>Section 3116</i>					<ul style="list-style-type: none"> What process/training has been done regarding the EL policy and/or procedures handbook?
b) A mechanism for enrolling a student pending receipt of the required record of immunizations? <i>Section 3116</i>					<ul style="list-style-type: none"> School Staff: What process, including any training has been done regarding the enrollment of EL students? How are appropriate codes entered or updated in STI?

Procedures for Identification, Assessment, Placement, Exit					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
117.Does the LEA have effective and timely procedures to identify, assess, and place language minority students, including immigrant children and youth, who have a primary/home language other than English and who are LEP? <i>Section 3116(b)(3); 3113(b)(3)(d)</i>					<ul style="list-style-type: none"> • Discuss/demonstrate the timeline for how students are identified and assessed after marking a primary language other than English and who are LEP.
118.Does the LEA ensure that parents of LEP students are notified in accordance with Section 3302 of their child’s placement in EL services? <i>Section 3302(a)</i>					<ul style="list-style-type: none"> • School Staff: Discussion and review of documentation
119.Is there documentation to show that the LEA has assessed each LEP student with ACCESS for ELLs? <i>Title I, Section 1111(b)(1)</i>					<ul style="list-style-type: none"> • Is ACCESS for ELLs documentation placed in the permanent record for each LEP student when they transfer to a school or district?
120.Does the LEA annually administer assessments of each of the four English language proficiency skills to all LEP students?					
121.Does the LEA have a procedure that allows parents/guardians to waive supplemental/Title III English language instruction educational services for a child after they have been informed of the educational implications of such a decision? <i>Section 3302(a)(8)</i>					<ul style="list-style-type: none"> • School staff: What supplemental explanation do you give parents about their right to waive supplemental Title III services?
122.Is there documentation that the LEA follows state established program exit criteria so that a student is not maintained in an English language instruction program longer than is necessary? <i>Section 3302(a)(6)</i>					<ul style="list-style-type: none"> • School Staff: What process is used to exit students? • What happens if the child struggles in the mainstream after exiting?
123.Does the LEA monitor, for a minimum of two years, the academic progress of students that have exited from ESL services? <i>Section 3121(a)(4)</i>					<ul style="list-style-type: none"> • School Staff: Please explain the process used to monitor students once they have met appropriate exit criteria. • Provide documentation that supports monitoring

ESL Programs and Instruction					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
124.Are teachers that provide English language development or access to core curriculum for Els provided high quality professional development? <i>OCR Memorandum, September 1991, Lau v. Nichols; Castanada v. Pickard</i>					<ul style="list-style-type: none"> • School Staff: Explain the English language instructional program used by the LEA or individual schools • Explain the WIDA ELP standards • Evidence that professional development is provided to classroom teachers, principals, administrators, and other school or community-based personnel • Does the LEA encourage coordination between EL resource teachers and all other faculty and staff?
125.Does the LEA have procedures and demonstrated practices that ensure:					
a) English Learner (EL) students are not excluded from special opportunity programs such as programs for the academically gifted, or other specialized activities based on English language proficiency? (and) b) English Learners are allowed to participate in Title I services on the same basis as all students in Title I participating schools? <i>Section 3116; Section 3213(a)(2)(G); Office of Civil Rights Memorandum, September 1991, Lau v. Nichols</i>					<ul style="list-style-type: none"> • Central Office Staff: Please share examples of EL students receiving Gifted, Special Education, or Title I Services.
126.Has the LEA developed high-quality age appropriate English language instruction educational programs, which are scientifically research-based and designed to meet the needs of LEP children, including immigrant children and youth? <i>Section 3116(c); Section 3115(6)(c); Office of Civil Right memorandum, September 1991, Lau v. Nichols</i>					<ul style="list-style-type: none"> • School Staff: Explain the program/process used to teach English language acquisition. What scientifically research based evidence can be used to support the programs use? • Explain the WIDA ELP standards •
127.Does the LEA provide English language instructional services in the least restrictive manner possible and with comparable facilities and materials to those used for non LEP students? <i>OCR Memorandum, September 1991, Lau v. Nichols</i>					<ul style="list-style-type: none"> • School Staff: If ELs are pulled out of their classroom for language services, where do they go? • Conduct an on-site walk through

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
128.How does the LEA certify that all teachers in any language instruction educational program for LEP children are fluent in English and any other language used for instruction including having written and oral communication skills? <i>Section 3116(c)</i>					<ul style="list-style-type: none"> LEA personnel: How do you ensure all EL teachers are fluent in English including written and oral communication skills?
EL Parental Rights and Involvement					
129.Is there evidence that the LEA:					
a) Provides reasonable, meaningful, and sufficient efforts to involve parents/guardians of students who are English language learners in the educational program? <i>Section 3116(b)(5); Section 3302(e)</i>					<ul style="list-style-type: none"> School staff: Explain what you do to ensure that all EL (and NOMPLOTE) parents receive information about school activities in a language they can understand.
b) Provides effective communications with parents of language minority and LEP students and notifies LEP parents about important school information in a format and language they can understand? <i>Office of Civil Rights 1992, Section 3302</i>					<ul style="list-style-type: none"> Parents: Describe how the district communicates with you. Can you understand the information you receive?
130.Does the LEA provide transportation to facilities other than their home school for academics and support services?					<ul style="list-style-type: none"> School staff: Are any ELs transported within the school day for academic, language or support services? If so, explain the process.
Assessment and Accountability					
131.Is there evidence that the LEA conducts an annual evaluation of the effectiveness of its English language instruction educational program and that program modifications are made as needed on the evaluation? <i>Section 3121, Castanada v. Pickard</i>					<ul style="list-style-type: none"> Review evaluation
132.Does the LEA :					
a) Ensure that English Learners are not excluded from special education because of the limited English proficiency? <i>Section 3116(d)(5)</i>					<ul style="list-style-type: none"> Describe the referral process for ELs to Special Education.
b) Ensure that English Learners are not assigned to special education because of their limited English proficiency? <i>Section 3116(d)(5)</i>					<ul style="list-style-type: none"> Describe the referral process for ELs to Special Education.

LEA Identified for AMAO Improvement					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
133.Does the LEA have a board-approved LEA Improvement Plan (LIP) that includes information related to AMAOs?					<ul style="list-style-type: none"> • Review and discussion of the LIP with the central office staff, if applicable
134.Is there evidence that the LEA reviews annually the progress of each LEP student in the district in improving and meeting proficiency of Annual Measureable Achievement Objectives (AMAOs) and provides technical assistance to schools in the CIP process related to AMAOs? <i>Section 3122(b)(2)</i>					<ul style="list-style-type: none"> • Review and discuss school CIP and ensure ACCESS data is present and discuss plan with the school team
135.Has the LEA provided notices to the parents of LEP children participating in a language instruction educational program of any failure of the program to make Annual Measureable Achievement Objectives (AMAOs) not later than thirty day after being notified of not making AMAOs? <i>Section 3302(b)</i>					<ul style="list-style-type: none"> • Review of letter and process • Onsite review and process
Title III, Immigrant. If the LEA receives Title III or Immigrant funding complete this section; if not, skip and proceed to the next section.					
136. Does the LEA offer to consult with private schools about equitable services for EL students? <i>NCLB, Title IX, Part E, Section 9501-9506</i>					<ul style="list-style-type: none"> • Review of document
137.Is it evident that Title III, Part A expenditures are used for the following required subgrantee activities before funds are used for the allowable Title III activities: <i>Section 3115(c)&(d)</i>					
a) to implement high-quality language instruction educational programs that are built on scientifically based research demonstrating the effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects?					<ul style="list-style-type: none"> • Review of documentation • Interviews

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
b) to provide high-quality professional development of sufficient intensity and duration to classroom teachers, administrators, and other schools or community-based organization personnel to improve the instruction and assessment of LEP students?					<ul style="list-style-type: none"> • Review of documentation • Interview
N. Title IV, Part B – 21st Century Community Learning Centers					
138. Is the Program/Project being implemented in accordance with the State approved application (RFA)?					<ul style="list-style-type: none"> • Application • Needs Assessment and correlated action plan • APR and DEAR Reports • Budget and List of Expenditures • Interviews with school/agency personnel • Interviews with collaborative partners • Interviews with advisory council members and parents • Local reports and records
139. Is the 21 st CCLC program disseminating information (evaluation results, programming, partnerships, parenting and students services, etc..) to the community effectively?					<ul style="list-style-type: none"> • Samples of daily, weekly, monthly, yearly correspondence to community members, parents, school day staff, etc. • Brochures, newsletters, Web site information , newspaper articles on program • Schedule of Advisory Council meetings, attendance roster, and minutes
140. Are the CBO's/FBO's/Private Schools in the geographical attendance zones of schools served involved in planning and are they notified of the services available with the 21 st CCLC?					<ul style="list-style-type: none"> • List of applicable CBO's/FBO's/Private Schools • Documentation of all communication which may include letters, phone conversations, etc. • Agendas and sign-in sheets • Participation records of Private Schools students who attend program
141. Does the 21 st CCLC program partner with local agencies, schools and organizations?					<ul style="list-style-type: none"> • Letters of Commitment • Memoranda of Understanding/Agreements • Agency, Organization and Business Nature of Service form • Interviews with school personnel • Interviews with collaborative partners
142. Has the grantee developed a sustainability plan and made efforts to recruit and retain established collaborators and partners to ensure long-term commitments of resources?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
143. Is there documented evidence of the hours of operation (during <i>out-of-school hours</i>), length and timeframe to substantiate the program is in compliance with ALSDE standards and the approved RFA?					<ul style="list-style-type: none"> • Annual Report • Daily sign-in and sign-out sheets • Weekly schedules • On-site visitation and observation by of assigned Technical Advisor • Interviews with school/agency personnel
144. Is the program implementing parent/family activities and ensuring there are opportunities for parents/families to receive support and assistance?					<ul style="list-style-type: none"> • Evidence that parents have been notified about 21st CCLC program and activities • Copy of parent/family program activities and Involvement Plan and Sign-in Sheets • Copy of parent orientation meeting agenda for each activity
145. Is there a clear integration of the Child Nutrition Program to ensure healthy, nutritious snacks?					<ul style="list-style-type: none"> • Documentation of Agreements and collaboration • Daily Snack Count • Weekly snack menus
146. Is the 21 st CCLC meeting the purpose of a Community Learning Center by offering the following:					
a) Students have access to opportunities to improve academic achievement?					<ul style="list-style-type: none"> • Program documents and Schedules, which should include some of the following: <ul style="list-style-type: none"> ○ Lesson Plans ○ List of Activities and Events ○ List of Field Trips & corresponding documentation • Interviews with School/Agency personnel • Interviews with collaborative partners • Interviews with Advisory council members and parents • On-site visits and recommendations of State Educational Consultant • List of Family Events and Attendance rosters at events • APR and DEAR Reports
b) Students have access to a broad array of additional services which provide life and learning enrichment?					
c) Families have opportunities for development and involvement?					
147. Is there documented evidence that <i>Principles of Effectiveness</i> are incorporated into the 21 st CCLC program?					<ul style="list-style-type: none"> • Needs Assessment • Goals and Measurable Objectives based on Needs Assessment and state goals • SBR curriculum and strategies used to support goals and measurable objectives

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
148. Are recurring evaluation systems conducted to assess the program's progress toward goals and objectives and are the detailed use of results utilized to refine, improve and strengthen the program documented?					<ul style="list-style-type: none"> • ALSDE Monitoring Tools • Technical Advisor Evaluations and strategies for improvement • Local Program-specific Evaluation and monitoring instruments • Student grades and progress reports • SAT 10 scores • ARMT scores • Attendance records • Office referrals • Suspensions • Pre/post tests, Surveys, etc.
149. Is there ongoing communication with regular classroom teachers to ensure the accomplishment of educational objectives?					<ul style="list-style-type: none"> • Detailed, strategic, multi-faceted plan which reaches all involved, both internally and externally • Samples of all various types of communications • Samples of communications with classrooms teachers, school day staff and corresponding action plans
150. Does the program maintain appropriate employee documentation, including but not limited to fingerprinting and background checks for <i>all</i> staff member?					<ul style="list-style-type: none"> • Staff employment application • 21stCCLC staff list and copy of fingerprints and background checks for all staff
151. Are all timekeeping policies clearly outlined, communicated, well-documented, and in compliance with federal and state regulations?					<ul style="list-style-type: none"> • Documented policies and procedures • Training agenda and documentation • Time sheets • Interviews with staff and personnel
152. Is there appropriate administrative leadership provided at all times?					<ul style="list-style-type: none"> • Chain of command/Personnel chart • Listing of duties and responsibilities • Job Descriptions • Time sheets • Interviews with staff and personnel
153. Are staff training needs assessed and are corresponding training and developmental opportunities provided?					<ul style="list-style-type: none"> • Staff training needs survey • Listing of staff developmental trainings • Training agendas • Staff sign-in sheets • Classroom observations and corresponding performance evaluations

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
154.Does the program meet safety procedures that:					
a) have well-documented sign-in/sign-out procedures for students with adequate security measures in place?					<ul style="list-style-type: none"> • Documented policies and procedures • Training agenda and documentation • Parent Handbook with outlined procedures and expectations • Samplings of sign-in/sign-out sheets • Interviews with staff and personnel
b) have a safe, secure facility and environment which is easily accessible and is ADA compliance provided?					<ul style="list-style-type: none"> • Inspection approval notifications • Policies and procedures for security precautions • Documentation confirming compliance with governing board (CBO) or local LEA (LEA) • Specifics for before/after/summer programs notated • Interviews with staff and personnel
c) have an emergency readiness plan which includes fire drills, severe weather, lock-down, etc. and is this plan well documented?					<ul style="list-style-type: none"> • Policies and procedures • Staff training and development • Evacuation routes • Dated log of safety drills • Documentation confirming compliance with governing board (CBO) or local LEA (LEA) • Specifics for before/after/summer programs notated • Interviews with staff and personnel
d) have transportation policies and procedures that adhere to ALSDE guidelines for the safe transport of students?					<ul style="list-style-type: none"> • State approved buses/vehicles used with inspection log • Vehicle maintenance reports • Transportation policy • Transportation activity log
155.Does the LEA ensure:					
a) Policies for effective administration and allocations of funding?					<ul style="list-style-type: none"> • Documentation confirming the implementation of sound accounting practices by CBO's and FBO's • Documented policies and procedures
b) policies are well-documented?					
156.Are the salaries and staff time for all employees which are charged to the 21 st CCLC program necessary and reasonable according to the number of hours the program operates on a weekly basis?					<ul style="list-style-type: none"> • Timesheets • Payroll records indicating rate of pay and hours worked weekly • Employee work schedules • Documentation that payroll was charged correctly • Benefits and withholdings

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
157. Has the program:					
a. Developed and implemented policies and procedures for purchases and procurement?					<ul style="list-style-type: none"> • Documented policies and procedures • Purchase orders/BOL's • Receipts • Contractual services (contracts, agreements, timesheets, etc.
b. Established and implements inventory procedures?					<ul style="list-style-type: none"> • Current inventory list
158. Are travel funds used for 21 st CCLC staff to participate in authorized conferences, workshops, and/or meetings <i>directly</i> related to the 21 st CCLC program?					<ul style="list-style-type: none"> • Documented policies and procedures • Travel authorizations • Conference/meeting agendas • Records of travel reimbursements
159. Is there documented evidence that the 21 st CCLC program is coordinating 21 st CCLC funds with other federal funds?					<ul style="list-style-type: none"> • Documented policies and procedures • List of additional funding sources <ul style="list-style-type: none"> ○ Title 1 ○ USDA ○ HHA ○ SES, etc. • Line item budgetary allocations • eGAP updates (LEA's) • Strong evidence of supplementing, not supplanting
160. Are sustainability funds maintained in keeping with sound accounting practices, and clearly differentiated from all other funding sources?					<ul style="list-style-type: none"> • Documented policies and procedures • Line item budgetary allocations
O. Title VI, Rural, Low-Income School Program – Federal Programs (Section 6221)					
161. Does the LEA include all equipment purchased with Title VI funds in its inventory?					
162. Are teachers whose salaries are paid from these funds certified and designated as highly qualified for the subject/area in which they teach?					
163. Does the LEA use all of its Title VI funds for LEA improvement activities that address areas of needs if the LEA has not made adequate yearly progress (AYP) for the past three years?					
164. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
165. Do all paraprofessionals funded with Title VI funds meet the highly qualified requirement for paraprofessionals?					
P. Title VII, Part A – Indian Education (Section 7102)					
Does the LEA administer an Indian Education program? If yes, respond to the following questions. If no, mark N/A to the following questions and proceed to the next section.					
166. Did the LEA:					
a) Use the maximum thirty-one day period of time for conducting student count?					<ul style="list-style-type: none"> Indian Education Coordinator: What are your designated counting dates?
b) Have a completed form for each child on file at the time the count was conducted?					
c) Provide documentation that any student enrolled in the count is an Indian?					
d) Sustain a student count? (ED 506 and school enrollment documentation maintained for three years)					
e) Provide documentation that each child included was enrolled during the count period?					
f) Submit a copy of the application to the ALSDE?					
167. Does the LEA implement Parent Committee by law requirements? <i>Section 7114</i>					<ul style="list-style-type: none"> Indian Education Coordinator: Discuss the Parent committee by law requirements.
168. Are appropriate measures of student performance conducted?					<ul style="list-style-type: none"> Indian Education Coordinator: How do you measure student performance?
Q. Title X, Part C – Homeless Education (Section 723)					
169. Does the LEA have a policy of immediately enrolling homeless students regardless of residential status and pending receipt of required records? <i>Section 721 (2)</i>					<ul style="list-style-type: none"> Review LEA Policy
170. Does the LEA have a dispute resolution policy regarding the enrollment of homeless children and youth and does the LEA track pre-dispute inquiries concerning barriers to enrollment?					<ul style="list-style-type: none"> Review LEA Policy Discuss process LEA has in place for the prompt resolution of disputes, such as, phone logs, notes, or e-mail messages

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
171. Is there evidence that the McKinney-Vento homeless LEA policy and supporting procedures are communicated systematically to all school and LEA personnel?					<ul style="list-style-type: none"> • Interview: Federal Programs Coordinator, Homeless Liaison, Principal(s) • Agenda, Sign-in sheets, emails
172. Does the LEA have a formal plan for disseminating information about programs for homeless children and youth?					<ul style="list-style-type: none"> • Written Plan • Brochures/pamphlets
173. Does the LEA ensure that homeless children and youth are identified by school personnel and through coordination activities with other entities and agencies? <i>Section 722(6)(A)(i)</i>					<ul style="list-style-type: none"> • Documentation of identification procedures
174. Does the LEA conduct on-going needs assessment and an annual evaluation of the effectiveness of programs for homeless children and youth and use evaluation results to modify programs as needed? <i>Section 723(c)(3)(E)</i>					<ul style="list-style-type: none"> • Annual evaluation report • Minutes/notes of planning for future programs
175. Does the LEA conduct outreach and collaborate with community agencies and LEA programs to provide and/or improve services for homeless children and youth??					<ul style="list-style-type: none"> • Documentation of collaborative activities/programs: schedules, agenda, minutes, notes or handouts from meetings • Evidence that LEA provides Title I, Part A services to homeless students
176. Does the LEA conduct or sponsor professional development for school/LEA personnel to heighten awareness of the unique problems and needs of homeless children and youth? <i>Section 722(g)(3)(c), (g)(3)(D)</i>					<ul style="list-style-type: none"> • CIP • Sign-in sheets/record/agendas of professional development activities • Webinars
177. Does the LEA maintain a current list in I-NOW of homeless children and youth enrolled in the schools of the LEA at the preschool, elementary, and secondary levels?					<ul style="list-style-type: none"> • Copy of student list from I-NOW

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
178. Does the LEA reserve an appropriate amount of Title I funds for services to homeless children and youth who do not attend Title I schools?					<ul style="list-style-type: none"> • Written procedures • Minutes/records of planning in meetings for Title I allocation of funds in eGAP • LEA systemwide budget • Interview: Federal Programs Coordinator and/or Homeless Liaison: • How do you formulate your Homeless set-aside amount? <ol style="list-style-type: none"> 1. What data do you use and who do you consult in formulating this amount?
179. Are homeless children and youth automatically provided services under Title I, Part A whether or not they live in a Title I school attendance area or meet other eligibility requirements? <i>Section 722 (F)(4)</i>					<ul style="list-style-type: none"> • Interview: Federal Programs Coordinator and/or Homeless Liaison: <ol style="list-style-type: none"> 1. What type of Title I services do these students receive? 2. How do you document and monitor these services?
180. Does the LEA inform parents of homeless children and youth of educational and other resources that are available to their children, such as: <i>Section. 722 (g)(6)(C)</i>					
a) Referrals of homeless children and youth for medical, dental, mental health, and other support services?					<ul style="list-style-type: none"> • Interview: Federal Programs Coordinator and/or Homeless Liaison <ol style="list-style-type: none"> 1. What process do you have in place to provide other support services to your homeless students? 2. What collaborative agencies do you use to aid with these services? 3. How do you keep records of providing medical, dental, and counseling services to the homeless students?
b) Students service programs related to violence prevention and behavioral counseling?					
c) Programs addressing the unique needs for homeless children and youth that may arise from domestic violence?					
181. Does the LEA ensure that homeless children and youth are not stigmatized and/or alienated due to their homeless status? <i>Section 722(g)(1)(J)(i)</i>					<ul style="list-style-type: none"> • Interview: Federal Programs Coordinator and/or Homeless Liaison <ol style="list-style-type: none"> 1. What procedures and practices are used to ensure that homeless students are not stigmatized or segregated? 2. What school activities/programs do homeless students participate? 3. How do you ensure that homeless students have the same opportunities as the other student in the school?

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
182. Does the LEA keep homeless students, to the extent feasible, in his or her school of origin, except when doing so is contrary to the wishes of the child's or youth's parent or guardian or the unaccompanied youth's wishes? <i>Section 722(g)(3)(B)</i>					<ul style="list-style-type: none"> • Are parents or guardians of homeless students informed of the educational opportunities available to their children and provided meaningful opportunities to participate in the education of their children, including school of origin and transportation options? • How does the LEA conduct best interest determinations for placement decisions? • How is transportation provided, at the request of the parent or guardian or liaison, to and from the school of origin?
183. Does the LEA ensure that homeless children and youth are provided educational services needed to allow them to achieve the same challenging state content and student performance standards as all other students are included in statewide assessments? <i>Section 721(4) and 722(g)(6)(A)(ii)</i>					<ul style="list-style-type: none"> • Interview: Homeless Liaison <ol style="list-style-type: none"> 1. How are the services determined and provided? 2. Is there evidence of reports of statewide assessment performance of homeless students enrolled in the LEA for the last school year? 3. How do you use this data to identify needs of students experiencing homelessness?
184. Does the LEA with a McKinney-Vento Competitive Grant use Title X, Part C funds for activities authorized under the McKinney-Vento Act? (16 activities) <i>Section 723(d)</i>					<ul style="list-style-type: none"> • Interview Homeless Liaison <ol style="list-style-type: none"> 1. What activity or activities are you currently using M-V funds to support? 2. Are funds being spent in the manner specified in your current grant application? 3. What percent of the LEA's total funds has been expended to date? 4. Do you expect to expend all of your M-V funds by the close of the fiscal year? 5. Review expenditure reports

IV. INSTRUCTION

A. Curriculum and Instruction – INSTRUCTION

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Is the system implementing the State Courses of Study for all grades and all subjects, according to Code of Alabama §16-6B-2?					<ul style="list-style-type: none"> Local aligned curriculum guide if available; lesson plans; administrator interviews; selected teacher interviews (if possible)
2. Are the following taught in every elementary school: <i>Code of Alabama §16-6B-2</i>	Master Schedules				
a. Reading, including phonics?					
b. Spelling?					
c. Handwriting?					
d. Arithmetic?					
e. Oral and written English?					
f. Geography?					
g. History of the U.S. and Alabama?					
h. Elementary Science?					
i. Hygiene and Sanitation?					
j. Physical Education?					
k. The arts, including musical and visual?					
l. Environmental Protection?					
3. Are the following courses taught in grades 1-8: <i>Code of Alabama §16-6B-2</i>	Master Schedules				
a. English?					
b. Social Studies?					
c. Mathematics?					
d. Science?					
4. Does your high school curriculum include adequate course offerings to satisfy the following credit requirements for the Alabama High School Diploma: <i>Ala. Admin. Code r. 290-3-1-.02(8)(a)</i>	Master schedules; Course Registration Booklets/Student Handbooks				
a. 4 English (9, 10,11,12)?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
b. 4 Math (Algebra 1, Geometry, and at least 2 others)?					
c. 4 Science (Biology, a physical science, and at least 2 others)?					
d. 4 Social Studies (9, 10, 11, 12)?					
e. 1 Physical Education?					
f. ½ Health Education?					
g. ½ Arts Education?					
h. ½ Computer Applications?					
i. 5½ Electives? (Foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education)					
5. Does your high school curriculum include adequate course offerings to satisfy the following credit requirements for the Alabama High School Diploma with Advanced Academic Endorsement: (Must include advanced level work in the core curriculum consistent with the guidelines established by the State Board of Education and the local board) <i>Ala. Admin. Code r. 290-3-1-.02(8)(b)</i>	Master schedules; Course Registration Booklets/Student Handbooks				
a. 4 English (9, 10,11,12)?					
b. 4 Math (Algebra I, Geometry, Algebra II w/ Trigonometry, and at least 1 other)?					
c. 4 Science (Biology, a physical science, and at least 2 others)?					
d. 4 Social Studies (9, 10, 11, 12)?					
e. 1 Physical Education					
f. ½ Health Education?					
g. ½ Arts Education?					
h. ½ Computer Applications?					
i. 2 Foreign Languages (Both credits in the same language)?					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
j. 3 ½ Electives? (Foreign languages, arts education, physical education, wellness education, career/technical preparation, and driver education)?					
6. Does your school/system conduct a comprehensive character education program for all grades, consisting of not less than 10 minutes per day, on character traits listed in the Code of Alabama §16-6B-2(h)?					<ul style="list-style-type: none"> • Copy of school/system Character Education Plan
7. If your system/school conducts a summer school program, is it registered with the State Department of Education each summer it is conducted, according to Ala. Admin. Code r. 290-3-1-.02(6)(a)?					<ul style="list-style-type: none"> • Copy of latest registration forms for summer school program
8. Do all subjects, required and elective, for which one credit is given, meet for a minimum of 140 clock hours, according to Ala. Admin. Code r. 290-3-1-.02(9)(a)?					<ul style="list-style-type: none"> • Master schedules (including time allocations)
9. Do all elementary and middle school physical education classes meet the course of study requirement which calls for a minimum of 30 minutes daily, as established by State Board of Education in accordance with Code of Alabama §16-40-1 (1975)?					<ul style="list-style-type: none"> • Master schedules; • Administrator interviews
B. Professional Development Plans - INSTRUCTION					
1. Is there a Professional Development Plan for the current school year?					<ul style="list-style-type: none"> • Copy of most recent Professional Development Plan (signed by Superintendent)
2. Is the plan signed by the superintendent?					<ul style="list-style-type: none"> • Copy of most recent Professional Development Plan (signed by Superintendent)
3. Does the plan address in detail the professional development needs of employees of the system?					<ul style="list-style-type: none"> • Copy of most recent Professional Development Plan (signed by Superintendent)
C. State Textbook Law - (Effective Date, July 1, 1998) - INSTRUCTION					
1. Is the local textbook committee(s) appointed by local board?					<ul style="list-style-type: none"> • Interview; • Board minutes
2. Does the local textbook committee(s) include parents?					<ul style="list-style-type: none"> • Committee list

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
3. Is a copy of local school board policies in regard to local textbook committees and the names of each person serving on the committee on file with the local superintendent?					<ul style="list-style-type: none"> • Copy of local policies; • Committee list
4. Are the affidavits of sworn oaths for the local committee, local board members and local superintendent on file with the local superintendent?					<ul style="list-style-type: none"> • Copies of affidavits
5. Except in the case of an existing local contract approved by the State Superintendent, no textbooks rejected by the State Board of Education have been adopted by the local board?					<ul style="list-style-type: none"> • Interviews
6. Have all textbooks used in any public school in this system been recommended by the local textbook committee, and, upon recommendation of the local superintendent, been adopted by the local board of education?					<ul style="list-style-type: none"> • Interviews; • Board minutes
7. Not later than 30 days after the date of any local adoption, has the local superintendent of education filed a report with the State Superintendent of Education listing the title, the name of the author, the publisher, and the date of adoption of the textbook with verification to the State Superintendent that all procedures (described in #9 above) have been followed?					<ul style="list-style-type: none"> • Interviews; • Copy of report
8. At the time of the solicitation, has the local textbook committee and the local board of education received the required document from any publisher that has not participated in the state adoption process which states the reason for not participating in the state adoption? Is a copy of the document being sent to the State Superintendent of Education?					<ul style="list-style-type: none"> • Interviews; • Copy of document from publisher(s)
9. Is the local board of education receiving textbooks f.o.b. the local board of education (shipping charges included in price)?					<ul style="list-style-type: none"> • Interviews; • Invoices
10. Is the local board of education providing safe, dry storage for textbooks as well as maintenance, repair and fumigation?					<ul style="list-style-type: none"> • Observation/Inspection of storage areas

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
11. Is the local Superintendent maintaining at all times an accurate and up-to-date inventory and keeping on file such accounting records as may be required or as necessary?					<ul style="list-style-type: none"> • Copy of inventory; • Accounting records
12. Are textbook funds expended as prescribed by law so the textbooks purchased with state funds can be considered local property?					<ul style="list-style-type: none"> • Interviews
13. Are receipts for textbooks being retained until the pupil returns the book?					<ul style="list-style-type: none"> • Interviews; • Copies of forms
14. Are all remittances for damages or from the sale of textbooks being deposited to the credit of the local textbook fund and are those funds being used only for the repair, maintenance, and replacement of textbooks?					<ul style="list-style-type: none"> • Interviews; • Accounting records
15. Are all students in the system's schools being provided with adequate and current textbooks which are in suitable condition and does every student have his or her own copy of the issued textbook of the correct edition, which he or she is permitted to take home each day for the entire course?					<ul style="list-style-type: none"> • Interviews with textbook administrator and teachers (sampling)
D. Student Assessment – INSTRUCTION					
1. Does the LEA organize and oversee test security procedures throughout the system as follows? <i>Ala. Admin. Code r. 290-4-2-.04 (b)</i>					
a. Ensures that all students are provided the opportunity to participate in the state testing program and that all answer documents are sent in for scoring.					<ul style="list-style-type: none"> • Interviews (Administrators; System and Building Test Coordinator)
b. Implements the ALSDE-approved test security plan which includes the following:					
(1) Follows approved procedures in inventorying, disseminating, collecting, and storing test materials before, during, and after test administration.					<ul style="list-style-type: none"> • Interviews; • Applicable forms
(2) Follows approved procedures in accounting for lost tests booklets.					<ul style="list-style-type: none"> • Interviews (System and Building Test Coordinators)
(3) Follows approved procedures in accounting for and destroying old or damaged test booklets.					<ul style="list-style-type: none"> • Interviews (System and Building Test Coordinators)

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
(4) Follows approved procedures in the location and security of storage areas used for test materials.					<ul style="list-style-type: none"> • Observation/Inspection of storage areas
(5) Follows approved procedures for monitoring test administration in individual schools to ensure adherence to standardized testing conditions.					<ul style="list-style-type: none"> • Local Monitoring forms
(6) Follows approved procedures in ensuring the security of norm-referenced tests purchased for local programs, other than the state-testing program.					<ul style="list-style-type: none"> • Interviews (System and Building Test Coordinators)
(7) Follows approved procedures in training personnel in test security as outlined in part (2) of Ala. Admin. Code r. 290-4-2-.04.					<ul style="list-style-type: none"> • LEA Report of Training Activities
c. Designates a test coordinator to be responsible for the testing program and test security in the LEA.					<ul style="list-style-type: none"> • Interviews (Administrators; designated test coordinators)
d. Designates a building test coordinator at each school to be responsible for the testing program in the school.					<ul style="list-style-type: none"> • Interviews (Administrators; designated test coordinators)
e. Secures under lock and key all test materials stored at the LEA and limits access to authorized personnel only.					<ul style="list-style-type: none"> • Interviews (Administrators, System and Building Test coordinators)
f. Provides technical assistance to local personnel regarding all requirements outlined in Ala. Admin. Code r. 290-4-2-.04.					<ul style="list-style-type: none"> • Interviews (System and Building Test Coordinators)
g. Maintains evidence that personnel have seen or signed the agreement to abide by the test security policy as outlined in Ala. Admin. Code r. 290-4-2-.04.					<ul style="list-style-type: none"> • Signed security agreements
h. Maintains evidence that personnel have seen or signed the confidentiality Statement for the Administering and Reporting of Student Data on the Web site.					<ul style="list-style-type: none"> • Signed confidentiality statements

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
i. Submits in writing to the ALSDE for approval any plans for use of the test booklets for purposes other than test administration.					<ul style="list-style-type: none"> • Interviews (System and Building Test Coordinators)
j. Does the LEA follow the policies and procedures for testing students of special populations as found in <i>Alabama Student Assessment Program Policies and Procedures for Students of Special Populations</i> , Bulletin 2003, No. 11? <i>Ala. Admin. Code r. 290-4-2-.03</i>					<ul style="list-style-type: none"> • Interviews (Principals; System and Building Test Coordinators; • Special Education Coordinators)
E. Library Media Program-Instruction					
Personnel:					
1. Are all library media specialist units, including aides, placed where earned as indicated by the LEA Unit Breakdown?					
Information Access:					
2. Does the LMC provide a variety of resources to support diverse needs of learners?					
The Learning Environment:					
3. Does the library media program provide a curriculum-based environment that supports the mission and goals of the school?					
4. Does the library media specialist incorporate collaborative planning, information literacy and technology access and instruction in the LMC?					
Assessment and Evaluation:					
5. Is there an electronic management system?					
6. Are the following reports used to evaluate and enhance the library media program?					
a. Circulation records					
b. Collection development records					
c. Budget records					
d. Technology integration					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
Technology:					
7. Are existing and emerging 21 st Century technologies used in the library media program?					
8. Does the library media specialist provide instruction using technology reference and research techniques, the Alabama Virtual Library, information literacy skills, and problem-solving?					
9. Does the library media specialist provide instruction on conduct, ethics, and integrity in the use of the Internet and electronic resources?					
10. Is there evidence that progress is being made towards library media specialists achieving acceptable performance on standards-based performance profiles of technology user skills? <i>USDOE EDEN X071 Oct. 2008</i>					
Policies and Procedures:					
11. Is there a local school system board-approved policies and procedures library media handbook which reflects legal guidelines and professional ethics? <i>Alabama's School Library Media Plan p. 9</i>					

V. CAREER TECHNICAL EDUCATION

A. Administrative Support/Instruction – AAC 290-6-1-.03, -.08, -.10

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Do all administrators, counselors, and teachers meet all state certification requirements?					<ul style="list-style-type: none"> Valid and appropriate Alabama approved certificates LEA Form 4/10/13 Technical Education Occupational Approval Letters showing in-field compliance
2. Was the Certification of Continued Compliance Review performed (LEA Form 14-1) and the form completed in full for all programs?					<ul style="list-style-type: none"> Certification of Continued Compliance (LEA Form 14-1)
3. Do daily schedules that support the need for extended contracts (with time lines and appropriate activities) have the Administrator's and LEA Superintendent's approval for the previous summer's work?					<ul style="list-style-type: none"> Schedules with time lines and appropriate activities completed in full and signed by the CTE Administrator and LEA Superintendent LEA Form 14 List of employees on extended contract
4. Have all teachers received the budgeted local maintenance of \$300 plus \$3 per student?					<ul style="list-style-type: none"> LEA Form 4/10/13 Local budgets (if no, provide a copy of the exception letter on file in the CSFO's office) Observations and interview with CSFO

B. Eligibility – AAC 290-6-1 .05; Title II; Perkins IV; Office of Civil Rights (OCR) Guidelines

5. Do policies, procedures, and documentation exist for the selection of participants that ensure equal access to all programs?					<ul style="list-style-type: none"> Policy Manuals, Handbooks, Brochures, Publications, Promotional Materials for each program offering
6. Has the LEA designated at least one employee to coordinate efforts to comply with and carry out responsibilities under Section 504, Title II and Title IX, and has the LEA notified students and employees of the name, office address, and phone number of this designated employee(s)?					<ul style="list-style-type: none"> Promotional Materials Program Brochures Publications Job Descriptions Web site Interviews with Section 504, Title II and Title IX coordinators, students, faculty, administrators Name, office address, and phone number of employee(s) designated to coordinate LEA efforts to comply with and carry out responsibilities under Section 504, Title II and title IX

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
7. Prior to the beginning of each school year, are students, parents, employees, and general public advised that all career/technical opportunities will be offered regardless of race, color, national origin, sex, or disability? <i>(This notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate compliance under Title IX and Section 504)</i>					<ul style="list-style-type: none"> • Required notice in local newspapers, institution newspapers, other publications reaching students, employees, and applicants and including how the notice is distributed • Promotional Materials • Program Brochures • Publications • Job Descriptions • Web site • Interviews with Section 504, Title II and Title IX coordinators, students faculty, administrators • Name, office address, and phone number of employee(s) designated to coordinate LEA efforts to comply with and carry out responsibilities under Section 504, Title II and Title IX
8. Are individuals who are members of special populations, including single parents or individuals pursuing nontraditional training, provided equal access to all career and technical education activities?					<ul style="list-style-type: none"> • Promotional Materials • Program Materials • Program Brochures • Interviews
C. Equipment (Inventory) – AAC 290-6-1-.10; Education Department General Administrative Regulations (EDGAR)					
9. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: (a) equipment required to meet program goals as outlined in each program’s state equipment list; (b) serial numbers and/or asset numbers, if applicable; (c) approximate value; (d) condition; (e) quantity; (f) year purchased; (g) site license number for software, if applicable?					<ul style="list-style-type: none"> • CTE Inventory List of software, tools, and equipment for all programs including categories a-g • LEA Form 14 • Observation of Inventory
10. Has equipment from CTE programs closed within the past three years been disposed of according to the Education Department General Administrative Regulations (EDGAR)?					<ul style="list-style-type: none"> • LEA Form 9 • Copy of inventory from closed program • Observations
11. Has CTE equipment that was replaced been disposed of according to EDGAR?					<ul style="list-style-type: none"> • Copy of inventory of replaced property • Observations
12. Are there procedures in place to ensure that preventive maintenance and repairs minimize equipment downtime?					<ul style="list-style-type: none"> • Maintenance procedures for all program

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
13. Does the local system's maintenance procedure address all of the following: (a) responsible party for preventive maintenance; (b) preventive maintenance timetable of events; (c) reporting/follow-up procedures for repairs?					<ul style="list-style-type: none"> • LEA Form 14 • Maintenance procedures for all programs
14. Is there a systematic schedule for replacement used to maintain up-to-date equipment, software, and tools?					<ul style="list-style-type: none"> • Replacement schedule for each individual program • LEA Form 14
15. Is there a five-year proposed schedule for each program which addresses the proposed funding source?					<ul style="list-style-type: none"> • Five-year proposed schedule for each program (must include proposed funding sources) • LEA Form 14
16. Does the replacement schedule address that required equipment, software, and/or tools (\$300 or more-not consumables) will be updated, replaced, discarded, or repaired?					<ul style="list-style-type: none"> • Five-year proposed schedule for each program • LEA Form 14

VI. Prevention and Support Services

A. Instruction - Accountability Reports to the Public

Code of Alabama (1975)

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Are school safety and discipline reports made available to the public each year on a timeline specified by the Code of Alabama (1975)? <i>Code of Alabama (1975) §16-6B-7</i>					<ul style="list-style-type: none"> Documentation of process used e.g. SIR reported at school board meeting; school/system report card; PTA meetings; other

B. Discipline and Behavior Policies

Code of Alabama (1975) §16-28A-1

2. Is the policy on student discipline and behavior disseminated to all school personnel, teachers, parents, guardians, others and students as follows:					
a. annually to all? <i>Code of Alabama (1975) §16-28-12(b)</i>					<ul style="list-style-type: none"> Signature of students, parents and/or guardian. Documentation of efforts made to obtain all parental, guardian or other signatures
b. as new students enroll during the school year? <i>Code of Alabama (1975) §16-1-24-1(e)(1)</i>					

C. Student Harassment Prevention Act

3. Does each school have in place evidence-based practices to promote a school environment that is free of harassment, intimidation, violence, and threats of violence? <i>Code of Alabama (1975) §16-28B-6</i>					<ul style="list-style-type: none"> Descriptions of practices and programs
4. Does each school implement the standards and policies for programs in an effort to prevent student suicide as defined in the <i>Code of Alabama (1975) §16-28B-8</i> ?					<ul style="list-style-type: none"> Description of program procedures

D. Alabama Student Assistance Program (ASAP)

5. Does the LEA ASAP application provide no compensation or reimbursement for expenses or other costs to businesses that partner with schools or school systems for at-risk programs?					<ul style="list-style-type: none"> Approved LEA ASAP application. Compare actual expenditures with LEA ASAP application budget
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	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
6. Is the LEA ASAP application being utilized in accordance with the LEA applications and plans submitted by the local board to the State Department of Education?					<ul style="list-style-type: none"> Approved LEA ASAP application. Compare actual expenditures with LEA ASAP application budget
7. Does the LEA maintain separate accounts for all funds received for the ASAP category (State At-Risk, Children First, Governor's High Hopes), with said funds specifically designated for special programs to serve students as currently defined in the Laws of Alabama and not used as a part of the local school district's general operating budget?					<ul style="list-style-type: none"> Approved LEA ASAP application. Compare actual expenditures with LEA ASAP application budget
8. Is there evidence that the LEA ASAP application funds are not used to supplant any other funding of activities which are designed to serve the general population, but are being used for specific programs as currently defined in the Laws of Alabama?					<ul style="list-style-type: none"> Approved LEA ASAP application. Compare actual expenditures with LEA ASAP application budget
9. Does the plan demonstrate that the local board of education has budgeted at least \$100 per student (from either state and/or federal funds) so identified to be expended on tutorial assistance programs, including, but not limited to, after-school, Saturday school, summer school, programs to encourage at-risk five year olds to attend an approved preschool program, to identify at-risk students in the first grade, to ensure strict enforcement of truancy laws, to create alternative or disciplinary schools, and/or to encourage parental involvement and parent literacy?					<ul style="list-style-type: none"> Approved LEA ASAP application. Compare actual expenditures with LEA ASAP application budget
10. Does the LEA receive special grant funds for early intervention programs designed to meet the needs of students at risk?					<ul style="list-style-type: none"> Federal grants and/or State grants or programs (e.g. PASS or Graduation Coaches)
E. Dropout Prevention					
11. Does each school have documentation to verify that students who are listed as dropouts have had an exit interview as required by <i>Code of Alabama (1975) Section §16-28-3.1</i> ?					<ul style="list-style-type: none"> Completed exit interview process for students who dropped out

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
12. Does each school have a list of all children of mandatory school attendance age who should attend such school or schools under the control of the LEA as required by <i>Code of Alabama (1975) Section 16-28-9?</i>					<ul style="list-style-type: none"> • Copy of enrollment list
F. Drug Free – Learning Environments					
13. Is there sufficient evidence to show the implementation of comprehensive programs of drug, alcohol, and tobacco abuse and violence prevention that is, at a minimum, designed for: <i>Code of Alabama (1975); §16-41-3 and §16-41-7</i>					
a. All students including appropriate activities? <i>Code of Alabama (1975) §16-41-3</i>					<ul style="list-style-type: none"> • Documentation of a comprehensive SDFSC program • Interviews
b. All employees including appropriate activities? <i>Code of Alabama (1975) §16-41-4</i>					
14. Is the program designed to:					
a. prevent violence and promote school safety? <i>Code of Alabama (1975) §16-41-3</i>					<ul style="list-style-type: none"> • Documentation of a comprehensive SDFSC program
b. create a disciplined environment conducive to learning? <i>Code of Alabama (1975) §16-41-3</i>					
15. Is there evidence that the system has adopted and implemented a program to prevent the use of illicit drugs and alcohol by students and employees that at a minimum include:					
a. age-appropriate, developmentally based drug, alcohol, and tobacco education and prevention programs for students in all grades of the schools operated and served by the applicant? <i>Code of Alabama (1975) §16-40A-3 and §16-41-2 and 3</i>					<ul style="list-style-type: none"> • Written documentations and interviews
b. conveying to students the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful? <i>Code of Alabama (1975) §16-40A-3 and §16-41-2</i>					<ul style="list-style-type: none"> • Written documentations and interviews

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
16. Is there evidence of the inclusion of activities to promote the involvement of parents? <i>Code of Alabama (1975) §16-41-3</i>					<ul style="list-style-type: none"> • Documentation of activities involving parents
17. Is there evidence that evidence based practices are appropriately implemented as originally conceptualized and evaluated by the program's creators? <i>Code of Alabama (1975) §16-28B-6</i>					<ul style="list-style-type: none"> • Written documentation of interviews
G. State Board of Education Mandatory Safety Regulations, Policies, and Actions					
<i>Ala. Admin. Code 290-3-1-.02(1)(a)</i>					
Safety precautions are implemented and adequate facilities are provided for implementation of programs prescribed by ALSDE Bulletin(s) as follows:					
18. Are monthly fire drills held? <i>Code of Alabama (1975) §36-19-10</i>					<ul style="list-style-type: none"> • Documentation of monthly fire drills-times and dates
19. Are seasonal severe weather drills held? <i>State Fire Marshal Regulation (SFM Reg.) 482-2-102-.01(c)</i>					<ul style="list-style-type: none"> • Documentation of severe weather drills-times and dates
20. Are all schools in your school system operating with a written school safety plan? <i>NCLB Title IV §4115(b)(2)(E)(h), Code of Alabama (1975) §16-1-44</i>					<ul style="list-style-type: none"> • Copy of school safety plan
21. Are fire extinguishers properly located, properly charged and properly tagged? <i>Code of Alabama (1975), §36-19-2(3), §36-19-11, (SFM Reg.) 482-2-102-.01(e)</i>					<ul style="list-style-type: none"> • Visual observation • Including science labs, hallways, buildings set apart
22. Are outside fire escapes present for buildings with 2 or more stories (for buildings without fireproof stairs)? <i>SFM Reg. 482-2-102.01(a)</i>					<ul style="list-style-type: none"> • Visual observation
23. Are fire escape diagrams posted in all rooms that house students? <i>SFM Reg. 482-2-102.01(d)</i>					<ul style="list-style-type: none"> • Visual observation
24. Are safe-place diagrams posted for severe weather in all rooms that house students? <i>SFM Reg. 482-2-102.01(d)</i>					<ul style="list-style-type: none"> • Visual observation

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
25. Do all doors that are used for exits open to the outside and unlocked during school hours to allow for emergency egress? <i>Code of Alabama (1975) §36-19-10</i>					<ul style="list-style-type: none"> • Visual observation
26. Is the panic hardware on exit doors in proper working order? <i>SFM Reg. 482-2-102.01(g); NFPA 101 Chapter 7.2.1.7.3</i>					<ul style="list-style-type: none"> • Visual observation • Panic hardware shall not be equipped with any locking devices, set screw, or other arrangement that prevents the release of the latch when pressure is applied to the releasing device
27. Are all flammables stored properly? <i>Code of Alabama (1975), §36-19-2(2), §36-19-11, SFM Reg. 482-2-102.01(b)</i>					<ul style="list-style-type: none"> • Visual observation • Lab chemicals, oil base paint, paint thinner, gasoline, gasoline powered equipment, etc
28. Are all portable buildings anchored? <i>Code of Alabama (1975) §24-5-32</i>					<ul style="list-style-type: none"> • Visual observation including storage buildings that do not house students
29. Are safety zones marked in career tech shops? <i>Ala. Admin. Code 290-6-1-.04(2)(c) and 290-6-1-.04 (6)(b)(d)</i>					<ul style="list-style-type: none"> • Visual observation
30. Are safety signs in place in career tech shops? <i>Business/Industry Certification Standard 08.1-04(b)(c) Ala. Admin. Code 290-6-1-.04(2)(c)</i>					<ul style="list-style-type: none"> • Visual observation
31. Are safety guards in place on machines in career tech shops? <i>Ala. Admin. Code 290-6-1-.04(2)(c) Business/Industry Certification Standard 07.1-04(b)(d)(e)</i>					<ul style="list-style-type: none"> • Visual observation
32. Is safety eyewear used in career tech shops? <i>Ala. Admin. Code 290-6-1-.04(2)(c); Code of Alabama (1975) §16-1-7; Business/Industry Certification Standard 07.1-04(b)(d)(e)</i>					<ul style="list-style-type: none"> • Visual observation, Interviews
33. Has each school conducted an annual safety drill in addition to all other required drills? <i>Code of Alabama (1975) §16-1-44</i>					<ul style="list-style-type: none"> • Visual observation, Interviews
34. Has each principal held an annual training for employees regarding school safety drills and procedures? <i>Code of Alabama (1975) §16-1-44</i>					<ul style="list-style-type: none"> • Visual observation, Interviews

H. Science Laboratory Safety					
	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
35. Are the floors covered with nonskid wax or nonskid pads at each water-bearing workstation? <i>NSTA, ANSI/AIHA, Z9.5, 1992</i>					<ul style="list-style-type: none"> • Visual observation
36. Is the air in the room regularly turned over and mixed with outside air? (<u>Including storage rooms</u>) <i>NSTA/ANSI/AIHA, Z9.5, 2003</i>					<ul style="list-style-type: none"> • Visual observation • Interviews • e.g., Air condition units (window); air condition units (central unit that is separate from the rest of the school); Exhaust fans
37. Is the exhaust ventilation system separate from that of the chemical fume hood? <i>NSTA/ANSI/AIHA, Z9.5, 2003; NFPA 45, Chapter 8</i>					<ul style="list-style-type: none"> • Visual observation
38. Is the chemical fume hood vented to the outside of the building?					<ul style="list-style-type: none"> • Visual observation
39. Are goose-necked faucets used on sinks to allow attachment of portable eyewashes and for immersion of some body parts if splashed with chemicals? <i>NSC</i>					<ul style="list-style-type: none"> • Visual observations • Interviews
40. Are the self-contained eyewash stations present and functioning appropriately? <i>NSC; ANSI Z358.1-2009; §4, 5, 6, 7, & 8</i>					<ul style="list-style-type: none"> • Visual observation • Interviews
41. Are ground fault interrupters (GFI) placed on all electrical outlets within arms reach of faucets? <i>UBC NFPA 70</i>					<ul style="list-style-type: none"> • Visual observation
42. Does the room have a master shutoff for gas, and is it locked away from students and does the teacher have clear and immediate access to it?					<ul style="list-style-type: none"> • Visual observation • Interviews • If shutoffs are not located in classroom/lab, does the teacher know locations and procedures for operating cutoffs?
43. Is an up-to-date set of manufacturer's Material Safety Data Sheets (MSDS) maintained for all chemicals in a convenient format and accessible location?					<ul style="list-style-type: none"> • Visual observations
44. Are there fire blankets (non-asbestos) prominently labeled and strategically located in the lab? (Fire Retardant) <i>EPA: NFPA</i>					<ul style="list-style-type: none"> • Visual observation • Interviews

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
45. Are Clean American National Standards Institute approved safety goggles available for all students? Are they specially marked and are non-vented types available for contact lens wearers? <i>ANSI Z87.1: Code of Alabama (1975)§16-1-7</i>					<ul style="list-style-type: none"> • Visual observation • Interviews
I. Comprehensive Counseling and Guidance Model for Alabama Public Schools, Bulletin 2003, No. 89					
46. Has each LEA ensured that counselors at each school have:					
a. Developed and implemented a comprehensive counseling and guidance program with certified counselors that ensure that every student achieves the minimum counseling competencies at each appropriate grade level?					<ul style="list-style-type: none"> • School enrollment data • Copy of LEA and each school's comprehensive counseling and guidance plan
b. Spent 100% of their time providing services through the four required program components: School Guidance Curriculum, Individual Student Planning, Responsive Services, and System Support?					<ul style="list-style-type: none"> • Counselor's schedules • School counseling calendar of activities
c. Develop and followed a planned calendar of activities?					<ul style="list-style-type: none"> • Copy of yearly and monthly calendar of guidance and counseling activities
d. Implemented a planned sequential program of large group, small group, and individual activities that enhances the instructional program in required area?					<ul style="list-style-type: none"> • Copy of yearly and monthly calendar; Counselor's schedule indicating large group, small group, and individual activities
e. Provided adequate resources for instruction and delivery of guidance services?					<ul style="list-style-type: none"> • Observation • Counselor interviews
f. Assisted in early identification of students at-risk of school failure and facilitated in the delivery of preventive and intervening services?					<ul style="list-style-type: none"> • Interviews and/or copy of plan
g. Implemented a comprehensive counseling and guidance program that ensures equal access and appropriate placement of students by utilizing test data and other available information?					<ul style="list-style-type: none"> • Interviews • Copy of Plan

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
h. Provided guidance to students in the development and annual revision of a high school four-year educational plan and an educational/career planning portfolio of study? (The selection of the high school four-year plan shall be approved in writing by the parents or guardians and become part of the educational/career planning portfolio.)					<ul style="list-style-type: none"> • Copies of four-six year student plans with signatures of parents or guardians; • Copies of students' educational/career planning portfolios
i. Consulted with students, parents, teachers, other educators, and community agencies regarding strategies to help students achieve personal and academic advancement?					<ul style="list-style-type: none"> • Interviews • Resource list
j. Provided equal access, systematic evaluations, and follow-up studies to determine program revisions and promote awareness of the program?					<ul style="list-style-type: none"> • Needs Survey; <i>Systematic Evaluation</i> • Follow-up; <i>Results Data</i> • Interviews
k. Established a Counseling and Guidance Advisory Council and/or Committee?					<ul style="list-style-type: none"> • List of members for LEA and each school's Counseling and Guidance Advisory Council and/or committee
l. Provided easily accessible and adequate facilities?					<ul style="list-style-type: none"> • Observation
m. Coordinated guidance services with all aspects of the school program?					<ul style="list-style-type: none"> • Interviews
J. Alternative Education Programs					
47. Do local school systems which operate alternative educational programs provide the students in such alternative education programs a curriculum that stresses all of the following: <i>Ala. Admin .Code 290-3-1-.02(1)(c)</i>					
a. skills in recognizing and managing anger?					<ul style="list-style-type: none"> • Interviews, lesson plans, curriculum guides, schedules
b. alternatives to aggression?					
c. strategies for developing self-control and personal responsibility?					
d. skills for getting along with others?					
e. success through academic achievement?					
f. skills for success in the workplace?					

VII. TECHNOLOGY

A. Technology Plan

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Is there an approved LEA technology plan on file with ALSDE for the current year? <i>§ 16-13-231; ESEA Sec. 309 (a)(3)</i> <i>Title II, Part D, Subpart 4, (EETT) Sec. 2413 (a)</i>					
2. Is there a technology plan and update for each subsequent year for each school on file in the LEA central office that is aligned with the system technology plan? <i>§ 16-13-231</i>					
3. Is there a technology inventory on file in the LEA central office? <i>ADM §290-2-1-.01 (4)(a)(1&3)</i>					
4. Are all required technology reports on file with the ALSDE? <i>ADM §290-2-1-.01 (4)</i>					
5. Do system technology purchases and activities support the technology plan objectives according to the outlined timeline? <i>ESEA Sec. 3135 (F)</i> <i>EETT Sec. 2414 (b)(7)</i>					
6. Is there documentation that the LEA Tech Plan is consistent with the State Tech Plan and that this plan was developed in consultation with other LEA plans? <i>EETT Sec. 2414 (a)</i> <i>§16-13-234(e)</i>					
7. Is there documentation of when and how the district technology plan was developed, presented, and approved? <i>§ 16-13-231 (b)(1)(e)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
8. Does the LEA implement the plan to ensure the effective use of technology to promote parental involvement and increase communication with parents? Does the plan include how the parent will be informed of the technology being applied in their child's education? <i>EETT Sec. 2414 (b)(9)</i>					
9. Is there evidence that federal funds have been used to supplement and not supplant non-federal funds? <i>EETT Part D, Subpart 1, Sec. 2413 (b)(6)</i>					
10. Are state and Federal guidelines related to equipment purchases and inventory followed for all technology purchases? <i>EETT Sec. 2414 § 411620</i>					
11. If LEA has purchased information technology from joint purchase, is there an approved joint purchase agreement on file dated prior to the release of the bid(s)? <i>§ 2003-392</i>					
12. Is there appropriate documentation that the appropriation is funding a district technology coordinator that meets the job description and qualification established by the State Board of Education and serves as the primary point of contact for all technology issues? <i>HB 248, Sec. 3B (8)(j) & Act# 2005-173</i>					
13. Is there evidence that the LEA encourages the development and utilization of innovative strategies for the delivery of specialized or rigorous academic courses and curricula through the use of technology including distance learning technologies? <i>EETT Sec. 2424 (b)(8)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
14. Is there documentation that the LEA has complied with the Child Internet Protection Act including the education of minors about appropriate online behavior, including cyber bullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms? <i>47 U.S.C. § 254(h) and (l)</i>					
B. Technology Integration					
1. Is there appropriate documentation that students will meet the ½ credit computer course requirement for graduation? <i>Alabama Administrative Code 290-3-1-.02 (8)(g)1.</i>					
2. Is there documentation that students will meet the online course requirement for graduation? <i>First Choice 290-3-1-.02(8)(d)(4)</i>					
3. Is there evidence that the K8 Technology Education Alabama Course of Study is being implemented in the classroom and that the LEA has procedures in place to ensure that 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>EETT Sec. 2404 (b)(2)(A).</i> <i>§ 16-6A-9</i>					
4. Is there evidence that teachers are prepared to integrate technology effectively into curriculum and instruction? <i>EETT Sec. 2414 (b)(3)(B)</i>					
5. Is there evidence that progress is being made towards teachers achieving acceptable performance on standards-based performance profiles of technology user skills? <i>USDOE EDEN X071 Oct. 2008</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
6. Is there evidence that progress is being made towards administrators achieving acceptable performance on standards-based performance profiles of technology user skills? <i>USDOE EDEN X071 Oct. 2008</i>					
C. Access To Technology					
1. Is there evidence that steps have been taken to ensure that all students and teachers have increased access to educational technology? <i>EETT Sec. 2414 (b)(3)</i>					
2. Is there evidence that the LEA is increasing the number of computers available to students for instruction? <i>USDOE EDEN X028 Oct. 2008</i>					
D. EETT Formula Grant					
1. Is there evidence that the LEA has budgeted and expended EETT Formula Grant funds? <i>EETT Sec. 2414 (a)</i>					
2. Is there evidence that the EETT Formula Grant Funds were used to improve student academic achievement through the use of technology? <i>EETT Sec. 2402 (b)(1)</i>					
3. Is there evidence that 25% of the EETT Formula funds were used on sustained, ongoing, intensive, high-quality professional development that addresses the integration of 21 st Century technologies into the curriculum and instruction to create new learning environments? <i>EETT Sec. 2414 (b)(3)(B)</i>					
4. Is the grant project being aligned with and implemented in accordance to the approved LEA technology plan and EETT Formula Grant application? <i>EETT Sec. 2414 (a)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
5. Is there documentation of progress towards achieving the goals and objectives of the grant, and for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards? <i>EETT Sec. 2414 (b)(2)</i>					
6. Is there evidence that the grant is being implemented according to the timeline? <i>EETT Sec. 2414 (b)(7)</i>					
7. Is there documentation that expenditures of funds received through this grant are in accordance with approved budget or budget amendment, and complies with one or more of the approved uses of the funds that support selected technology programs and plans? <i>EETT Sec. 2414 (a)</i>					
8. Is there appropriate documentation of the evaluation results based on measurable benchmarks in the approved technology plan and EETT Formula Grant application? <i>EETT Sec. 2414 (b)(11)</i>					
9. Is there evidence that the LEA reviews the effectiveness of the action steps and activities schools are carrying out with respect to integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student achievement standards? <i>EETT Sec. 2414 (b)(1)</i>					
10. Is there documentation that baseline data reported in the EETT application has been gathered? <i>EETT Sec. 2414 (b)(11)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
11. Is there documentation that private schools: <ul style="list-style-type: none"> a. were invited to participate in the grant design and development process? <i>EETT Sec. 2414</i> <i>EETT Sec. 2402 (2)</i> <i>Title IX, Part E, Subpart 1, Sec. 9502 (c)(1)</i> b. had equitable participation in the funding of the grant if they elected to participate? <i>Title IX, Part E, Subpart 1, Sec. 9501 (a)(3)</i> c. had technology services provided by the grant evaluated by the LEA? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i> d. used equipment provided by the grant, but the title to the equipment was retained by the LEA and were part of the LEA's inventory? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i> 					
12. Is there proper documentation for any transfer of funds that occurred in the LEA? <i>Title VI Part A, Subpart 2, Sec. 6123 (b)(1)(A, B)</i>					
13. Is there evidence that activities in this grant were coordinated with technology- related activities carried out with funds available from other Federal, State, and local sources? <i>EETT Sec. 2414 (b)(6)</i>					
E. EETT Competitive Grant					
1. Is there evidence that the LEA has budgeted and expended EETT Competitive Grant funds? <i>EETT Sec. 2414 (a)</i>					
2. Is there evidence that EETT Competitive Grant Funds were used to improve student academic achievement through the use of technology? <i>EETT Sec. 2402 (b)(1)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
3. Is there evidence that 25% of the EETT Competitive funds were used for sustained, ongoing, intensive, high-quality professional development that addresses the integration of 21 st Century technologies into the curriculum and instruction to create new learning environments? <i>EETT Sec. 2414 (b)(3)(B)</i>					
4. Is the grant project being aligned with and implemented in accordance to the approved LEA technology plan and EETT competitive grant application? <i>EETT Sec. 2414 (a)</i>					
5. Is there documentation of progress towards achieving the goals and objectives of the grant, and for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards? <i>EETT Sec. 2414 (b)(2)</i>					
6. Is there evidence that the grant is being implemented according to the timeline? <i>EETT Sec. 2414 (b)(7)</i>					
7. Is there documentation that expenditures of funds received through this grant are in accordance with approved budget or budget amendment, and complies with one or more of the approved uses of the funds that support selected technology programs and plans? <i>EETT Sec. 2414 (a)</i>					
8. Is there appropriate documentation of the evaluation results based on measurable benchmarks in the approved technology plan and EETT formula grant application? <i>EETT Sec. 2414 (b)(11)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
9. Is there evidence that the LEA reviews the effectiveness of the action steps and activities schools are carrying out with respect to integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student achievement standards? <i>EETT Sec. 2414 (b)(1)</i>					
10. Is there documentation that baseline data reported in the EETT competitive application has been gathered? <i>EETT Sec. 2414 (b)(11)</i>					
11. Is there documentation that private schools: a. were invited to participate in the grant design and development process? <i>EETT Sec. 2414</i> <i>EETT Sec. 2402 (2)</i> <i>Title IX, Part E, Subpart 1, Sec. 9502 (c)(1)</i> b. had equitable participation in the funding of the grant if they elected to participate? <i>Title IX, Part E, Subpart 1, Sec. 9501 (a)(3)</i> c. had technology services provided by the grant evaluated by the LEA? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i> d. used equipment provided by the grant, but the title to the equipment was retained by the LEA and were part of the LEA's inventory? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i>					
12. Is there documentation that no funds have been transferred to other Federal programs from competitive grant funds? <i>EETT Sec. 2414</i>					
13. Is there documentation that the LEA has at least one school identified for improvement or corrective action, or has a substantial need for assistance in acquiring and using technology? <i>EETT Sec. 2414 (b)(8)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
14. Is there evidence that activities in this grant were coordinated with technology-related activities carried out with funds available from other Federal, State and local sources? <i>EETT Sec. 2414 (b)(6)</i>					
F. ARRA Formula Grant					
1. Is there evidence that the LEA has budgeted and expended ARRA Formula Grant funds? <i>EETT Sec. 2414 (a)</i>					
2. Is there evidence that the ARRA Formula Grant Funds were used to improve student academic achievement through the use of technology? <i>EETT Sec. 2402 (b)(1)</i>					
3. Is there evidence that 25% of the ARRA Formula funds were used for sustained, ongoing, intensive, high-quality professional development that addresses the integration of 21 st Century technologies into the curriculum and instruction to create new learning environments? <i>EETT Sec. 2414 (b)(3)(B)</i>					
4. Is the grant project being aligned with and implemented in accordance to the approved LEA technology plan and ARRA formula grant application? <i>EETT Sec. 2414 (a)</i>					
5. Is there documentation of progress towards achieving the goals and objectives of the grant, and for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards? <i>EETT Sec. 2414 (b)(2)</i>					
6. Is there evidence that the grant is being implemented according to the timeline? <i>EETT Sec. 2414 (b)(7)</i>					

	Y	N	N/A	TA	DOCUMENTS MAY SUPPORT COMPLIANCE
7. Is there documentation that expenditures of funds received through this grant are in accordance with approved budget or budget amendment, and complies with one or more of the approved uses of the funds that support selected technology programs and plans? <i>EETT Sec. 2414 (a)</i>					
8. Is there appropriate documentation of the evaluation results based on measurable benchmarks in the approved technology plan and ARRA formula grant application? <i>EETT Sec. 2414 (b)(11)</i>					
9. Is there evidence that the LEA reviews the effectiveness of the action steps and activities schools are carrying out with respect to integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student achievement standards? <i>EETT Sec. 2414 (b)(1)</i>					
10. Is there documentation that baseline data reported in the ARRA application has been gathered? <i>EETT Sec. 2414 (b)(11)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
11. Is there documentation that private schools: <ul style="list-style-type: none"> a. were invited to participate in the grant design and development process? <i>EETT Sec. 2414</i> <i>EETT Sec. 2402 (2)</i> <i>Title IX, Part E, Subpart 1, Sec. 9502 (c)(1)</i> b. had equitable participation in the funding of the grant if they elected to participate? <i>Title IX, Part E, Subpart 1, Sec. 9501 (a)(3)</i> c. had technology services provided by the grant evaluated by the LEA? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i> d. used equipment provided by the grant, but the title to the equipment was retained by the LEA and were part of the LEA's inventory? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i> 					
12. Is there proper documentation for any transfer of funds that occurred in the LEA? <i>Title VI, Part A, Subpart 2, Sec. 6123 (b)(1)(A, B)</i>					
13. Is there evidence that activities in this grant were coordinated with technology-related activities carried out with funds available from other Federal, State, and local sources? <i>EETT Sec. 2414 (b)(6)</i>					
G. ARRA Competitive Grant					
1. Is there evidence that the LEA has budgeted and expended ARRA Competitive Grant funds? <i>EETT Sec. 2414 (a)</i>					
2. Is there evidence that ARRA Competitive Grant Funds were used to improve student academic achievement through the use of technology? <i>EETT Sec 2402 (b)(1)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
3. Is there evidence that 25% of the ARRA Competitive funds were used on sustained, ongoing, intensive, high-quality professional development that addresses the integration of 21 st Century technologies into the curriculum and instruction to create new learning environments? <i>EETT Sec. 2414 (b)(3)(B)</i>					
4. Is the grant project being aligned with and implemented in accordance to the approved LEA technology plan and ARRA competitive grant application? <i>EETT Sec. 2414 (a)</i>					
5. Is there documentation of progress towards achieving the goals and objectives of the grant, and for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards? <i>EETT Sec. 2414 (b)(2)</i>					
6. Is there evidence that the grant is being implemented according to the timeline? <i>EETT Sec. 2414 (b)(7)</i>					
7. Is there documentation that expenditures of funds received through this grant are in accordance with approved budget or budget amendment, and complies with one or more of the approved uses of the funds that support selected technology programs and plans? <i>EETT Sec. 2414 (a)</i>					
8. Is there appropriate documentation of the evaluation results based on measurable benchmarks in the approved technology plan and ARRA formula grant application? <i>EETT Sec. 2414 (b)(11)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
9. Is there evidence that the LEA reviews the effectiveness of the action steps and activities schools are carrying out with respect to integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling students to meet challenging state academic content and student achievement standards? <i>EETT Sec. 2414 (b)(1)</i>					
10. Is there documentation that baseline data reported in the ARRA competitive application has been gathered? <i>EETT Sec. 2414 (b)(11)</i>					
11. Is there documentation that private schools: a. were invited to participate in the grant design and development process? <i>EETT Sec. 2414</i> <i>EETT Sec. 2402 (2)</i> <i>Title IX, Part E, Subpart 1, Sec. 9502 (c)(1)</i> b. had equitable participation in the funding of the grant if they elected to participate? <i>Title IX, Part E, Subpart 1, Sec. 9501 (a)(3)</i> c. had technology services provided by the grant evaluated by the LEA? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i> d. used equipment provided by the grant, but the title to the equipment was retained by the LEA and were part of the LEA's inventory? <i>Title IX, Part E, Subpart 1, Sec. 9501 (d)(1)</i>					
12. Is there documentation that no funds have been transferred to other Federal programs from competitive grant funds? <i>EETT Sec. 2414</i>					
13. Is there documentation that the LEA has at least one school identified for improvement or corrective action, or has a substantial need for assistance in acquiring and using technology? <i>EETT Sec. 2414 (b)(8)</i>					

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
14. Is there evidence that activities in this grant were coordinated with technology-related activities carried out with funds available from other Federal, State and local sources? <i>ETT Sec. 2414 (b)(6)</i>					

VIII. TRANSPORTATION

A. State Transportation – TRANSPORTATION

SELF-ASSESSMENT AUDIT	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
1. Are students transported only in vehicles that conform to state and federal safety specifications for school buses? <i>Code of Alabama 16-27-1 and 16-27-3</i>					<ul style="list-style-type: none"> • Vehicle inventory • Interviews
2. Does the system conduct school bus evacuation drills at least twice annually for all students who ride buses? <i>Federal Guideline 17</i>					<ul style="list-style-type: none"> • Evacuations drills documentation • Interviews
3. Are school bus pre-trip inspections being performed and documented? <i>Federal Guideline 17</i>					<ul style="list-style-type: none"> • Driver record books • School bus maintenance records • Driver observation
4. Does the system have current school bus route maps and/or detailed descriptions? <i>Code of Alabama 16-13-231</i>					<ul style="list-style-type: none"> • Transportation Plan • Route maps or written route descriptions • ALSDE route report
5. Does the system meet drug testing requirements for bus drivers? <i>Omnibus Transportation Employee Testing Act of 1991</i>					<ul style="list-style-type: none"> • Drug testing policy • Drug testing records
6. Does the transportation supervisor hold a current Alabama School Bus Driver Certificate? <i>Code of Alabama 16-27-1</i>					<ul style="list-style-type: none"> • Alabama School Bus Driver Certificate • ALSDE driver certification records
7. Do all bus drivers hold a current Alabama School Bus Driver Certificate and current Alabama Commercial Driver License with a passenger endorsement? <i>Code of Alabama 16-27-4</i>					<ul style="list-style-type: none"> • ALSDE driver certification • CDL license inspection • Current bus driver list including substitutes
8. Are monthly inspections conducted on all vehicles used to transport students? <i>Code of Alabama 16-27-5</i>					<ul style="list-style-type: none"> • Inspection records • Inspection schedule
9. Are accident reports submitted to ALSDE when school bus accidents occur? <i>Administrative Code r.290-020-040-.07</i>					<ul style="list-style-type: none"> • School-site visits • Unreported Accidents Analysis

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
10. Are procedures and traffic patterns for loading and unloading students at schools safety oriented? <i>Federal Guideline 17</i>					<ul style="list-style-type: none"> • School-site visits, as necessary • School Handbooks
11. Are school bus routes designed to eliminate students standing while the bus is in motion? <i>Federal Guideline 17</i>					<ul style="list-style-type: none"> • School-site visits, as necessary • Route report documentation • Monthly driver reports
12. Is the school system in compliance with state and federal regulations regarding the transportation of student with disabilities including:					
a. Full schools days?					<ul style="list-style-type: none"> • Interviews • IEP's and Team Meeting Minutes • Bus Time Logs • Bus Inspections • Driver/Mechanic Training Documentation
b. Proper use of safety restraints?					
c. Proper use of wheelchair securements?					
d. IEP development (i.e., least restrictive environment, transportation as a related service, participation in IEP meetings, etc.)? <i>Code of Alabama 16-39-2(3)(7) & Section 504 of the Rehabilitation Act of 1973, as amended, 29 U.S.C. *794, and it's implementing regulation, 34 C.F.R. Part 104; and Title II of the American with Disabilities Act of 1990, 42 U.S.C. *12131, and its implementing regulation, 28 C.F.R. Part 35</i>					
13. Does the school system maintain current shop records for all school buses and other vehicles? <i>Code of Alabama 16-27-3</i>					<ul style="list-style-type: none"> • Maintenance records • Work orders
14. Does the system employ a minimum of one certified mechanic per 25 buses? <i>Administrative Code r. 290-020-040-.06(3)</i>					<ul style="list-style-type: none"> • Mechanic certifications • Personnel records • Annual Inspection Exit Report(s)
15. Does the school system provide liability insurance for all bus drivers? <i>Code of Alabama 16-27-7</i>					<ul style="list-style-type: none"> • Insurance documents • Invoices
16. Are background checks conducted in accordance with State Law? <i>Alabama Act Number 2002-457</i>					<ul style="list-style-type: none"> • Local policy • Fingerprint records

	Y	N	N/A	TA	DOCUMENTS THAT MAY SUPPORT COMPLIANCE
17. Do LEAPS/SLEAPS reports reflect accurate data for transportation personnel? <i>Administrative Code r. 290-2-1-.03(2)(b)</i>					<ul style="list-style-type: none"> • LEAPS/SLEAPS Reports • Personnel Rosters • Roster of all transportation personnel
18. Do transportation route reports contain accurate data? <i>Administrative Code r. 290-2-1-.03(2)(a) and (3)</i>					<ul style="list-style-type: none"> • Transportation Route Reports • Second Month Route Report • Chassis invoices
19. Are fleet renewal funds used exclusively for new bus purchases or servicing a bus debt? <i>Administrative Code r. 290-2-1-.03(4)</i>					<ul style="list-style-type: none"> • Budget Analysis Report
20. If necessary, does the school system have a waiver from the state superintendent of education to transport students who live inside the two-mile limit? <i>Code of Alabama 16-13-233</i>					<ul style="list-style-type: none"> • Approved waiver
21. Are operating funds expended in an efficient manner and only for transportation functions? <i>Administrative Code r. 290-2-1-.03</i>					<ul style="list-style-type: none"> • Work orders, Purchase orders, Invoices, Budget Analysis Report, Fuel records
22. Is the school system in compliance with Alabama law regarding two paid in-service days for 9, 10 and 11-month employees? <i>Alabama Act Number 1999-434</i>					<ul style="list-style-type: none"> • In-service agenda • School calendar • Payroll records
23. Does the system maintain proper internal controls regarding costing of parts inventories? <i>Generally accepted accounting principles</i>					<ul style="list-style-type: none"> • Parts inventory records
24. Are the costs for the use of buses for extracurricular activities properly coded in system accounting records? <i>Administrative Code r. 290-2-1-.03(1)</i>					<ul style="list-style-type: none"> • Local policy and/or procedures, Budget Analysis Report, Journal entries
25. Do bus bids comply with the bid law? <i>Code of Alabama Sec. 41-16-50 through 63</i>					<ul style="list-style-type: none"> • Bids • Local policies

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, sex, race, religion, national origin, color, or age. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972: Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 242-8444.