ALSDE Compliance Monitoring 2019-2020

ALSDE Compliance Monitoring 2019-2020

Lanett City Board of Education
Jennifer Boyd
105 North Lanier Avenue
Lanett, Alabama, 36863-2013
United States of America

Last Modified: 01/06/2020
Status: Locked

TABLE OF CONTENTS

ALSDE Compliance Monitoring 2019-2020
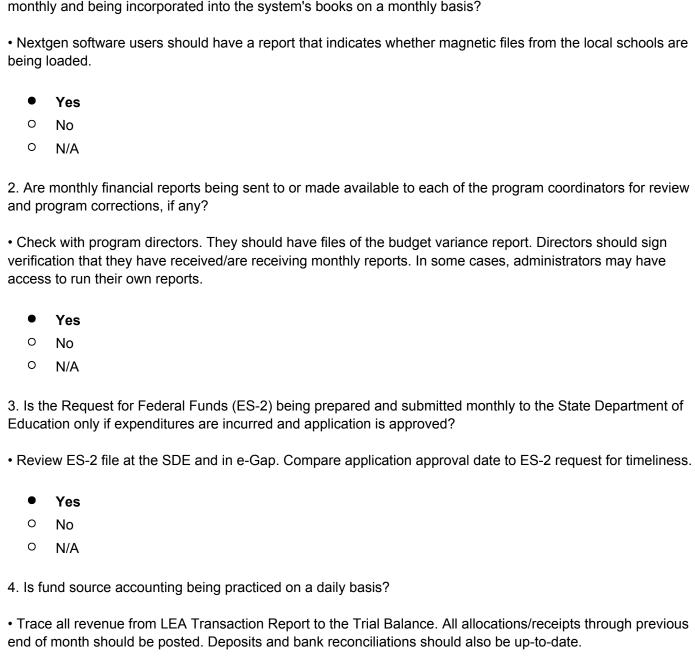
ALSDE Compliance Monitoring 2019-2020

The objective of the LEA Compliance Monitoring program is to adequately monitor all K-12 school systems in Alabama for compliance with state and federal regulations and State Board of Education mandates. Our goal continues to be one that will protect your school system as well as the state from any financial charge back that could possibly be imposed as a result of non-compliance of legal requirements that may be identified through the annual audit process performed by the Alabama Department of the Examiners of Public Accounts or by your system's private audit firm. Our monitoring efforts have been designed to protect your system's financial interest as specified in the cooperative agreement each of you have with the United States Department of Education.

LEA Accounting and Reporting

The LEA Accounting and Reporting section within the Alabama State Department of Education is responsible for reviewing and approving local school system budgets, program applications, amendments, financial statements, various states and federal program expenditure reports, as well as disbursing state and federal funds. Other activities include technical assistance and training for local school personnel in fiscal planning, budgeting and reporting; preparing financial and statistical reports to various state and federal agencies; answering requests regarding school system finances; and calculating major federal formula grant allocation amounts to local school systems. Verifying the compliance with existing federal and state laws is a critical part of this work.

A. Basic Accounting Procedures - Financial Management

1. 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?

• Nextgen software users should have a report that indicates whether magnetic files from the local schools are being loaded.

- **Yes**
- ○ No
- ○ N/A

2. Are monthly financial reports being sent to or made available to each of the program coordinators for review and program corrections, if any?

• Check with program directors. They should have files of the budget variance report. Directors should sign verification that they have received/are receiving monthly reports. In some cases, administrators may have access to run their own reports.

- **Yes**
- ○ No
- ○ N/A

3. 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?

• Review ES-2 file at the SDE and in e-Gap. Compare application approval date to ES-2 request for timeliness.

- **Yes**
- ○ No
- ○ N/A

4. Is fund source accounting being practiced on a daily basis?

• 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.

- **Yes**
- ○ No

eProve diagnostics

○   N/A

5. Did the local schools and Local Board of Education comply with Section 16-1-8.1 (Classroom Instructional Support) procedures and regulations pertaining to student materials as provided in the Foundation Program (Section 16-6B-10).

• Check school files for sign-in sheets, secret ballots for committee, secret ballots for budget vote, and signed budget pages prescribed by SDE.

- **Yes**
○   No
○   N/A

6. Does the board have a policy regarding the providers for all budget inputs?

• View Board policy and view budget folder to verify policy is followed.

- **Yes**
○   No
○   N/A

7. Is the policy for all budget inputs being followed?

- **Yes**
○   No
○   N/A

8. Are each of the bank statements being reconciled to the general ledger monthly?

• Review bank statements, computer reconciliation reports, trial balance for a sample of months.

- **Yes**
○   No
○   N/A

9. If any adjustments are needed in bank reconciliation, are they being adequately explained and documented?

• Ask to see any adjustments, and the explanations (documented) for any adjustments.

○   Yes
○   No
- **N/A**

10. Are all bank reconciliations being reviewed by the CSFO or other designated personnel?

• 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.

- **Yes**
- ○ No
- ○ N/A

11. 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?

• Review Board Agenda, minutes of board meetings. Actual report should tie back to trial balance.

- **Yes**
- ○ No
- ○ N/A

12. Is the Fixed Asset Inventory being maintained and being adjusted to actual?

• Review trial balance and fixed asset inventory report from most recent year end. Verify Detailed Fixed Asset Listing agrees with amounts in Fund 88.

- **Yes**
- ○ No
- ○ N/A

13. Are payroll withholding's 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?

• Review the 940 report, payroll reports, bank statements, and 941 reports, State Reports.

- **Yes**
- ○ No
- ○ N/A

14. 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?

• 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.

- **Yes**
- ○ No
- ○ N/A

15. Does the total of the Open Purchase Orders equal the dollar amount reported under account code 0341-Encumbrances?

• Review General ledger reports-0341, 0358 and Open purchase order report.

- **Yes**
- ○ No
- ○ N/A

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 following 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
4. Review of monthly revenues and expenditures

• Ask to view manual and do a quick review of manual, if available. Verify the 4 specific policies.

- **Yes**
- ○ No
- ○ N/A

17. Is the system's teacher salary schedule in compliance with the State Minimum Salary Schedule in giving consideration to the following: Highest degree earned from a regionally accredited institution including Bachelor's, Master's, Sixth Year, Doctorate's, and no degree?

• 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 SDE with budget.

- **Yes**
- ○ No
- ○ N/A

18. Is the system's teacher salary schedule in compliance with the State Minimum Salary Schedule in giving consideration to the following:Public education experience?

- **Yes**
- ○ No
- ○ N/A

19. Are monthly financial statements and check registers posted to Board's website pursuant to Section 16-13A-6?

• Verify that Board's website contains most recent monthly documents.

e|Prove diagnostics

- **Yes**
- No
- N/A

20. According to the form provided by the State Superintendent of Education containing the required affirmation statements in Rule No. 290-1-5-.02 (Ala. Admin. Code) that each elected or appointed member of a local board of education must sign before assuming each term of office, has each signed affirmation been recorded in the minutes of the board by the secretary of the local board of education?

Ala. Admin. Code 290-1-5-.02(1)

• Copy of board minutes. Signed affirmation.

- **Yes**
- No
- N/A

21. Before April 1, 2013, each local board of education shall adopt a Code of Conduct that includes, at a minimum, the model Code of Conduct for school board members adopted by the State Board of Education. Does the board have an adopted Code of Conduct for school board members?

Ala. Admin, Code 290-1-5-.02(2)

• Copy of local board of education Code Book.

- **Yes**
- No
- N/A

22. The State Superintendent shall, in cooperation with the Alabama Association of School Boards, develop continuing education and training programs for the members of the local boards of education. The continuing education and training programs shall be designed to meet the goal of comprehensive board member proficiency in governance standards that focus on student and school performance standards, the roles and responsibilities of board members and the local superintendent of education, and the delineation of each board member's role as a public official holding public trust. Does the board have a training program in place with opportunities for continuing education regarding school board governance?

Ala. Admin. Code 290-1-5-.02(3)

• Copy of Training Plan. New Board members beginning on or after Jan. 1, 2013; orientation attended. Document of 3 hours training-Individual members.
Whole Board interactive training: Sign-in sheets-Facilitator-Topic Discussed; Facilitator approved by AASB. Conferences attended.

- **Yes**
- No
- N/A

Federal Programs

Monitoring of federal programs assesses the extent to which States provide leadership and guidance to local educational agencies (LEAs) and to schools in implementing policies and procedures that comply with statutes and regulations. Monitoring and reporting program performance is a requirement of the Education Department General Administrative Regulations (EDGAR). As we partner in this process, all children are ensured a fair, equal, and significant opportunity to obtain a high-quality education.

A. General Cross Cutting Provisions

1a. Does the LEA have all required program evaluations: Core ESL Program?

Castanada v. Pickard

• 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

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see Core EL Program Evaluation in the eGAP document library.

1b. Does the LEA have all required program evaluations: Migrant?

Section 1301

• 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

- ○ Yes
- ○ No
- **N/A**

COMMENTS

Lanett City does not receive Migrant funds at this time.

1c. Does the LEA have all required program evaluations: Parent and Family Engagement?

• 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

- **Yes**

○ No

○ N/A

COMMENTS

Please see Parent and Family Engagement Program Evaluation in the eGAP document library.

1d. Does the LEA have all required program evaluations: 21st CCLC?

• 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

○ Yes

○ No

● **N/A**

COMMENTS

Lanett City does not receive 21st CCLC funds at this time.

1e. Does the LEA have all required program evaluations: Private Schools?

Section 1117

• 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

○ Yes

○ No

● **N/A**

COMMENTS

The private school in our jurisdiction is not participating with federal funds at this time.

1f. Does the LEA have all required program evaluations: Homeless Grant evaluation?

• 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

○ Yes

○ No

● **N/A**

eProve diagnostics

COMMENTS

Lanett City did not apply for Homeless Grant funds.

2a. 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: Title I?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- **Yes**
○ No
○ N/A

2b. 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: Title II?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- **Yes**
○ No
○ N/A

2c. 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: Title III?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

○ Yes
○ No
- **N/A**

COMMENTS

Lanett City does not receive Title III funds.

2d. 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: Immigrant, if applicable?

• Summary of all evidence

• Review of year-to-date expenditure reports by fund source or cost center

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not receive Immigrant funds.

2e. 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: Title V?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- ● **Yes**
- ○ No
- ○ N/A

2f. 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: Private Schools?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

The private school in our jurisdiction is not participating with federal funds at this time.

2g. 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: Migrant?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not receive Migrant funds.

2h. 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: Neglected and Delinquent?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not receive N&D funds, as there is no facility located within our jurisdiction.

2i. 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: Parent and Family Engagement?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- ● **Yes**
- ○ No
- ○ N/A

2j. 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: 21st CCLC?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not receive 21st CCLC funds at this time.

2k. 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: Continuous Improvement Plan?

• Summary of all evidence
• Review of year-to-date expenditure reports by fund source or cost center

- **Yes**
- No
- N/A

3a. Does the LEA and/or school have and implement the following for all federal programs where applicable: Home Language Surveys?

- **Yes**
- No
- N/A

COMMENTS

Please see attached copies of the district's Home Language Survey in English and Spanish. This survey is included in the enrollment packet at each school so that a completed form is on file for every student upon initial enrollment.

ATTACHMENTS

Attachment Name

📄 Home Language Surveys -- English and Spanish

3b. Does the LEA and/or school have and implement the following for all federal programs where applicable: Employment Survey Documentation?

- **Yes**
- No
- N/A

COMMENTS

Please see attached copy of the most recent collection form (Fall 2019), as well as copies of the Employment Survey in both English and Spanish. This form is included in the enrollment packet at each school so that a copy can be obtained on every newly enrolled student. The Federal Programs Coordinator then collects and counts the forms for semi-annual submission to the ALSDE.

ATTACHMENTS

Attachment Name

eProve diagnostics

📄 Employment Survey Documentation

3c. Does the LEA and/or school have and implement the following for all federal programs where applicable: Enrollment Procedures?

e.g. for Homeless, EL, Migrant, and Immigrant students, Foster Care

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached copy of local board policy regarding enrollment. Students in protected groups are enrolled immediately, regardless of whether or not all requested documentation is provided to the school. School staff then work with the family to obtain any needed documentation.

ATTACHMENTS

Attachment Name

📄 Board Policy: Enrollment

3d. Does the LEA and/or school have and implement the following for all federal programs where applicable: Time and Effort Documentation?

- **Yes**
- ○ No
- ○ N/A

3e. Does the LEA and/or school have and implement the following for all federal programs where applicable: 100% Certification Documentation?

- **Yes**
- ○ No
- ○ N/A

3f. Does the LEA and/or school have and implement the following for all federal programs where applicable: Federal guidelines related to equipment purchases and inventory?

CFR§200.312 (4)(d); minimum requirements: location, funding source, ID number, date of purchase, description

- **Yes**
- ○ No
- ○ N/A

3g. Does the LEA and/or school have and implement the following for all federal programs where applicable: LEA with Head Start and/or other Early Childhood Programs Documentation?

• Documentation of coordination activities (flyer, agenda, sign-in sheet, meeting notes, letter)
• Copy of agreement(s)

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached agreement between Lanett City Schools and Chambers-Tallapoosa-Coosa Community Action Agency Head Start (parent agency for our local Bowen East Head Start). The two agencies enjoy a positive working relationship. Each spring, upcoming kindergarteners, their parents, and Bowen East Head Start staff members participate in a transition tour of W. O. Lance Elementary. The school also works closely with Bowen East staff and parents to disseminate, complete, and collect elementary school enrollment packets for the rising kindergarteners.

ATTACHMENTS

Attachment Name

📄 Head Start Agreement 2019-2020

4a. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Title I?

eGAP, Electronic Media, Budgets

- **Yes**
- ○ No
- ○ N/A

4b. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Title II?

- **Yes**
- ○ No
- ○ N/A

4c. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Title III?

eGAP, Electronic Media, and ACIP budgets must correlate (match)

- ○ Yes
- ○ No

- **N/A**

4d. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Immigrant, if applicable?

- ○ Yes
- ○ No
- **N/A**

4e. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Title V?

- **Yes**
- ○ No
- ○ N/A

4f. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Migrant?

- ○ Yes
- ○ No
- **N/A**

4g. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Neglected and Delinquent?

- ○ Yes
- ○ No
- **N/A**

4h. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Parent and Family Engagement?

- **Yes**
- ○ No
- ○ N/A

4i. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: 21st CCLC?

- ○ Yes
- ○ No
- **N/A**

4j. Is there evidence that the LEA and/or school expenditures are in compliance with the application approved by the SDE: Continuous Improvement Plan?

- **Yes**
- ○ No
- ○ N/A

5. 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 for School Improvement?

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- **Yes**
- ○ No
- ○ N/A

6a. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Title I?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- **Yes**
- ○ No
- ○ N/A

6b. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Title II?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- **Yes**
- ○ No
- ○ N/A

6c. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Title III?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ○ Yes
- ○ No
- ● **N/A**

6d. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Immigrant, if applicable?
Section 3115 (c)(d)

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ○ Yes
- ○ No
- ● **N/A**

6e. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Title V?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ● **Yes**
- ○ No
- ○ N/A

6f. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Private Schools?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ○ Yes
- ○ No
- ● **N/A**

6g. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Migrant?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

e|Prove diagnostics

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ○ Yes
- ○ No
- ● **N/A**

6h. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Neglected and Delinquent?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ○ Yes
- ○ No
- ● **N/A**

6i. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Parent and Family Engagement?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ● **Yes**
- ○ No
- ○ N/A

6j. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: 21st CCLC?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- ○ Yes
- ○ No
- ● **N/A**

6k. Does the LEA or the school take into account the experience of model programs for educationally disadvantaged and the finding of relevant evidence-based research in selecting programs, services, and materials that are purchased with the following funds: Continuous Improvement Plan?

Section 8108(21)(A)(i)(I)(II)(ii)(I)(II)

• Discussion of support and oversight provided by Central Office staff to schools with local school teams.

- **Yes**
- No
- N/A

7. Is there evidence schools ensure all students participate in the state's student assessments as described in the state's assessment and accountability plan?

Section 1112(2)(A)(B)(i)(ii)(iii)(iv)(I)(II)

• Discussion about student participation in state assessments with Central Office staff and school teams.

- **Yes**
- No
- N/A

8. 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?

Section 1112(c)1)(A) and (B)

- **Yes**
- No
- N/A

COMMENTS

Please see attached documentation from Annual Title I parent meetings, as well as a sample of one school's budget input for the current year.

ATTACHMENTS

Attachment Name

📄 Annual Title I Meetings

📄 Title I Budget Input

9. Does the LEA maintain fiscal effort in accordance with Section 1120A and Section 9521?

Discussion regarding maintenance of effort if areas of concern have been identified by LEA/SDE Accounting review.

- **Yes**
- No

○   N/A

10. Does the LEA have a methodology for Supplement not Supplant?

• Supplement not Supplant Form
• Budget Analysis Report
• LEA Foundation Allocation Report

● **Yes**
○   No
○   N/A

COMMENTS

Please see attached documentation of Supplement Not Supplant methodology. Other LEA financial reports are available by email prior to visit or on site.

ATTACHMENTS

Attachment Name

📄 Supplement Not Supplant Methodology

B. Title I, Part A-Improving Basic Programs Operated by LEAs

1. Is there evidence of consultation with teachers, principals, administrators, other appropriate school personnel, parents and private school official for determination of LEA "set asides"?

Section 1112(d)(3) and Section 1120(b)(2)

• Discussion regarding set asides with Central Office staff, school teams, parents, and private schools

● **Yes**
○   No
○   N/A

COMMENTS

Please see attached sample of school input for the Title I budget, as well as sign-in sheets for Central Office budget planning meetings.

ATTACHMENTS

Attachment Name
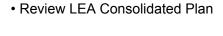
📄 Central Office Budget Planning Meetings FY20

📄 LHS Title I budget input

2a. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by developing and implementing a well-rounded program of instruction to meet the academic needs of all students?

Section 1112(b)(1)(B)

• Review LEA Consolidated Plan

- **Yes**
- ○ No
- ○ N/A

2b. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying students who may be at risk for academic failure?

Section 1112(b)(1)(C)

- **Yes**
- ○ No
- ○ N/A

2c. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by providing additional educational assistance to individual students the local educational agency or school determines need help in meeting the challenging State academic standards?

Section 1112(b)(1)(D)

- **Yes**
- ○ No
- ○ N/A

2d. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will monitor students' progress in meeting the challenging State academic standards by identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning?

Section 1112(b)(2)

- **Yes**
- ○ No
- ○ N/A

2e. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low income students and minority students being taught at higher rates than other

students by ineffective, inexperienced, or out-of-field teachers?

Section 1112(b)(3)

- **Yes**
- No
- N/A

2f. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d), School Support and Improvement Activities for schools identified as 1) Comprehensive Support and/or 2) Targeted Support?
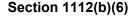
Section 1112(b)(4)

- **Yes**
- No
- N/A

2g. Does the LEA include the following components in its Consolidated Plan: describe the poverty criteria that will be used to select school attendance areas under Section 1113, Section 1113 states an LEA may only use Title I funds in an eligible school attendance area (ESEA Section 1113(a)(1)), which is a school attendance area in which the percentage of children from low-income families is:

• At least as high as the percentage of children from low-income families served by the LEA as a whole;
• At least as high as the percentage of children from low-income families in the grade span in which the school is located; or
• At least 35 percent, (ESEA Section 1113(a)(2)) Except as provided below, if Title I funds are insufficient to serve all eligible school attendance areas, an LEA must:
• Annually rank, without regard to grade spans, eligible school attendance areas in which the percentage of children from low-income families exceeds 75 percent (the "75 percent poverty threshold") from highest to lowest according to poverty percentage; and
• Serve the eligible school attendance areas in rank order, (*ESEA Section 1113(a)(3)). For determining the number of children from low-income families in a secondary school, an LEA may estimate that number by applying the average percentage of students from low-income families in the elementary school attendance areas that feed into the secondary school to the number of students enrolled in school.
• Before the LEA may use feeder patterns to determine the poverty percentage of secondary schools; the LEA must notify its secondary schools to inform them of the option; a majority of its secondary schools must approve the use of feeder patterns. (ESEA Sections 1113(a)(5)(B) & (C),) and LEA may lower the poverty threshold to 50 percent for high schools served by the LEA. (ESEA Section 1113(a)(3)(B))

Section 1112(b)(5)

- **Yes**
- No
- N/A

2h. Does the LEA include the following components in its Consolidated Plan: describe the nature of the programs to be conducted by such agency's schools under sections Schoolwide (Section 1114) and Targeted Assistance

(Section 1115) and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected or delinquent children in community day school programs?

Section 1112(b)(6)

- **Yes**
- No
- N/A

2i. Does the LEA include the following components in its Consolidated Plan: describe the services the local educational agency will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the local educational agency is providing under the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.)?

Section 1112(b)(8)

- **Yes**
- No
- N/A

2j. Does the LEA include the following components in its Consolidated Plan: describe, if applicable, how the local educational agency will support, coordinate, and integrate services provided under this part with early childhood education programs at the local educational agency or individual school level, including plans for the transition of participants in such programs to local elementary school programs?

Section 1112(b)(9)

- **Yes**
- No
- N/A

2k. Does the LEA include the following components in its Consolidated Plan: describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part?

Section 1112(b)(10)(A)

- Yes
- No
- **N/A**

COMMENTS

Lanett City only operates Schoolwide Programs, not Targeted Assistance.

2l. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through coordination with institutions of higher education, employers, and other local partners?

Section 1112(b)(10)(B)

- **Yes**
- ○ No
- ○ N/A

2m. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills?

Section 1112(b)(11)

- **Yes**
- ○ No
- ○ N/A

2n. Does the LEA include the following components in its Consolidated Plan: describe how the local educational agency will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of student, as defined in Section 1111(c)(2) (economically disadvantaged; students from major racial and ethnic groups; children with disabilities; and English learners)?

Section 1112(b)(12)(A)

- **Yes**
- ○ No
- ○ N/A

2o. Does the LEA include the following components in its Consolidated Plan: describe if determined appropriate by the local educational agency, how such agency will support programs that coordinate and integrate academic and career and technical education content through coordinated instructional strategies that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State?

Section 1112(b)(12)(B)

- **Yes**
- ○ No
- ○ N/A

eProve diagnostics

2p. Does the LEA include the following components in its Consolidated Plan: if determined appropriate by the local educational agency, describe how such agency will support programs that coordinate and integrate work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit?

Section 1112(b)(13)(A)

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

At this time, Lanett City's Career Technical Education program does not include formal internships or extensive work-based learning opportunities.

2q. Does the LEA include the following components in its Consolidated Plan: describe any other information on how the local educational agency proposes to use funds to meet the purpose of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in identifying and serving gifted and talented students?

Section 1112(b)(13)(B)

- ● **Yes**
- ○ No
- ○ N/A

2r. Does the LEA include the following components in its Consolidated Plan: describe any other information on how the local educational agency proposes to use funds to meet the purpose of this part, and that the local educational agency determines appropriate to provide, which may include how the local educational agency will assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement?

Section 1112(b)(7)

- ● **Yes**
- ○ No
- ○ N/A

2s. Does the LEA include the following components in its Consolidated Plan: describe the strategy the local educational agency will use to implement effective parent and family engagement under **Section 1116**?

(This question will be answered in the written policy)

- ● **Yes**
- ○ No

○   N/A

3. 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?

*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.***Section 1120A(c)(1)(B)**

• Discussion with Central Office staff
• Comparability Worksheets

● **Yes**
○   No
○   N/A

COMMENTS

Lanett City has only three schools, one per grade span (K-6, 7-8, and 9-12). All three schools are served under Title I Schoolwide Programs. The district's total enrollment is fewer than 1,000 students. Please see attached Comparability Letter for the 2019-2020 school year.

ATTACHMENTS

Attachment Name

📄 Comparability Letter 2019-2020

4a. 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: 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)

• Parents-Did you receive a letter or notice from your school regarding your right to request the qualifications of your child's teachers?

● **Yes**
○   No
○   N/A

ATTACHMENTS

Attachment Name

📄 Parents Right to Know 2019-2020

4b. 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: Informs each individual parent on the level of achievement of the parent's child in each statewide academic assessment?

eProve diagnostics

Section 1111(h)(6)(B)(i)

• Parents-How were you informed about your child's progress on the annual state assessments?

- ● **Yes**
- ○ No
- ○ N/A

4c. 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: 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 does not meet state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned?

Section 1111(h)(6)(B)(ii)

• Parent-How you received a letter stating that your child is being taught by a teacher who is not highly qualified?

- ○ Yes
- ○ No
- ● **N/A**

4d. 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: Presents notice and information under the Parents Right-to-Know in an understandable and uniform format and, to the extent practicable, in a language that parents can understand?

Section 1111(h)(6)(C)

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached notification in both English and Spanish.

ATTACHMENTS

Attachment Name

📄 Parents Right to Know English and Spanish

C. Title I, Part A-Schoolwide Programs (Section 1114)

1. 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)

• Discussion with Central Office staff and school teams. How was the SW plan developed? Who was involved?

- ● **Yes**
- ○ No
- ○ N/A

2. 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)

• Discussion of school budgets and expenditure reports with Central Office staff and school teams.

- ● **Yes**
- ○ No
- ○ N/A

3. Does the LEA ensure that all of the **components** are **included** in each **Continuous Improvement Plan (CIP)** and that each component is **systematically implemented** as required in ESSA:

CIP 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 CIP/SW program evaluated?

• Discussion regarding development of CIP with Central Office staff, school teams, and parents.
• Sign-in sheets with members' names and titles.

- ● **Yes**
- ○ No
- ○ N/A

D. Title I, Part A-Targeted Assistance Programs (Section 1115)

1. 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?

Section 1114(b)(4)

• Central Office staff, schools teams, and parents: Have you reviewed your schools CIP?
• How the CIP is made available to parents?

- ○ Yes
- ○ No
- ● **N/A**

2a. 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**? Does each local school conduct a comprehensive needs assessment? **Section 1115(a)**

• School Improvement staff will review CIPs for schools in improvement. SDE will review CIPs for schools not currently in improvement and interview staff.
• Review additional federal requirements section of all CIP/TA
• Principal and school teams: How did the committee decide what grade and subject would be served?

- ○ Yes
- ○ No
- ● **N/A**

2b. 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**? Has the LEA established multiple, educationally related and objective criteria? **Section 1115(a)**

Section 1115(c)(1)

• School Improvement staff will review CIPs for schools in improvement. SDE will review CIPs for schools not currently in improvement and interview staff.
• Review additional federal requirements section of all CIP/TA
• School teams: How was the multiple criteria form developed?

- ○ Yes
- ○ No
- ● **N/A**

2c. 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**? 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? **Section 1115(a)**

Section 1115(c)(1)(2)

• School Improvement staff will review CIPs for schools in improvement. SDE will review CIPs for schools not currently in improvement and interview staff.
• Review additional federal requirements section of all CIP/TA
• School teams: How was the eligibility list established and is there a cut-off score?

- ○ Yes
- ○ No
- ● **N/A**

2d. 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**? Are students with the greatest needs receiving services? **Section 1115(a)**

• School Improvement staff will review CIPs for schools in improvement. SDE will review CIPs for schools not currently in improvement and interview staff.
• Review additional federal requirements section of all CIP/TA
• School teams: How does the Title I teacher know what students to serve? Observations of teacher's classes will be conducted.

- ○ Yes
- ○ No
- ● **N/A**

2e. 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**? Has each participating school established the multiple criteria by which students may exit the program? **Section 1115(a)**

• School Improvement staff will review CIPs for schools in improvement. SDE will review CIPs for schools not currently in improvement and interview staff.
• Review additional federal requirements section of all CIP/TA
• School teams: What are the exit procedures?

- ○ Yes
- ○ No
- ● **N/A**

3a. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: Programs resources used only to help participating children meet such State's challenging student academic achievement standards necessary to provide a well-rounded education?

Section 1115(e)

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 were professional development needs determined?

- ○ Yes
- ○ No
- ● **N/A**

3b. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: Incorporation of the targeted assistance plan into the total school improvement process?

Section 1115(C)

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 were professional development needs determined?

○ Yes

○ No

● **N/A**

3c. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: Effective methods and instructional strategies to strengthen the core academic program of the school and: (1) provide extended learning opportunities; (2) provide accelerated curriculum; (3) minimize removing students from the regular classroom during regular school hours?

Section 1115(B) & Section 1115(G)(ii)

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 were professional development needs determined?

○ Yes

○ No

● **N/A**

3d. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: 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?

Section 1115(b)(C)

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 were professional development needs determined?

• School terms: How is the Title I program coordinated with the regular program?

○ Yes

○ No

● **N/A**

3e. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: 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?

Section 1115(b)(D)

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 were professional development needs determined?

• Title I Teacher: In what professional development have you participated?

○ Yes

○ No

● **N/A**

3f. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: Strategies to increase parental involvement?

Section 1115(b)(E)

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 were professional development needs determined?

○ Yes

○ No

● **N/A**

3g. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: 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?

Section 1115(b)(F)

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 were professional development needs determined?

○ Yes

○ No

● **N/A**

3h. Does the LEA ensure that the following components are included in each Continuous Improvement Plan (CIP) and that each component is systematically implemented as required in ESSA **Section 1115(b)**: On an ongoing basis, the Targeted Assistance program reviews the progress of eligible children and revises the program as needed.

Section 1115(b)(G)(iii)

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 were professional development needs determined?

○   Yes

○   No

●   **N/A**

4. Are Title I paid personnel identified and serving only eligible students?

○   Yes

○   No

●   **N/A**

E. Title I, Part A-Preschool

1a. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA apply the Head Start education performance standards in effect under **Section 1112(c)(7)**?

• Embedded in Lesson Plans
• Copy of the Head Start Performance Standards or Alabama Developmental Standards
• Consolidated Plan (LEA)

○   Yes

○   No

●   **N/A**

1b. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA use funds to operate a **Schoolwide** preschool program to establish or enhance preschool programs for children under 6 years of age?

Section 1114(c)

If a schoolwide program operates a preschool program, all preschool children residing in the school attendance area would be eligible to be served. However, if the schoolwide program cannot serve all preschool-aged children in the school attendance area it must establish and apply selection criteria.

• eGAP (Function Code 9140)

○   Yes

○   No

●   **N/A**

1c. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA use funds only for Targeted Assistance (TA) preschool programs that provide services to eligible children identified as having the greatest need for special academic assistance?

Section 1115(b)(1)(2)(B)

A school may serve preschool children who reside in its attendance to who the school identifies at risk of failing to meet the State's academic achievement standards when they reach schools age.

• eGAP (Function Code 9140)

    ○   Yes

    ○   No

    ●   **N/A**

1d. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA use funds to provide early childhood education programs to eligible students?

Section 1113(c)(5)

District as a Whole: An LEA may serve preschool children who reside throughout the LEA and whom the LEA identifies as eligible because they are at risk of failing to meet the State's academic achievement standards when they reach school age.

• An LEA may not use Title I funds to implement a preschool program throughout the district to benefit all preschool students in the LEA unless all the schools in the LEA are Title I schools operating schoolwide programs
• eGAP (Building Eligibility)
• eGAP (Set Asides)

    ○   Yes

    ○   No

    ●   **N/A**

1e. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA use funds to provide early childhood education programs to eligible students?

Section 1113(c)(5)

Portion of the District: An LEA may serve preschool children who reside in specific Title I school attendance areas (e.g., is highest-poverty school attendance areas) served by some or all of its Title I schools if, for example, an LEA does not have sufficient Title I funds to operate a preschool program for the district as a whole.

• School attendance areas served (highest poverty attendance areas)
• eGAP (PPA)
• eGAP (set Asides)

    ○   Yes

    ○   No

    ●   **N/A**

1f. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA preschool program select solely on the basis of criteria, including objective criteria?

Section 1115(c)(1)(B)

If the preschool program cannot serve all preschool-aged children it must establish and apply selection criteria.

• Teacher judgement documented through informal and/or formal assessment
• Interview with parents
• Evidence-Based Screener

○ Yes

○ No

● **N/A**

1g. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA demonstrate that parents of all children particularly parents of at-risk children, have equal opportunity to enroll their children in the preschool program, particularly the State grant?

United States Department of Education Guidance, April 22, 2014

• Consolidated Plan (LEA)
• Memo
• Meeting Notes
• Agenda
• Sign-in Sheet
• Flyer
• Discussion with Federal Programs Coordinator and/or Program Director regarding how parents have equal opportunity to enroll their children

○ Yes

○ No

● **N/A**

1h. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA ensure that Title I funds pay no more than the fair share of costs commensurate with the number of educationally at-risk children the LEA adds?

United States Department of Education Guidance, April 22, 2014

• Preschool Worksheets
• Budget
• Expenditure Reports
• eGAP

○ Yes

○ No

● **N/A**

1i. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA ensure that the enrollment process for the preschool slots supported through the State grant does not preclude

parents of educationally at-risk children from enrolling their children or, if a random selection process is needed because of demand, from their being in the selection pool?

United States Department of Education Guidance, April 22, 2014

• Consolidated Plan (LEA)
• Memo
• Meeting Notes
• Agenda
• Sign-in Sheets
• Multiple Criteria
• Rank Order

○ Yes

○ No

● **N/A**

1j. Does the LEA ensure that the following components are implemented in the Title I preschools: Does the LEA reach out to parents, particularly parents of English Learners and other Title I eligible children, in a way that ensure they received information in a form that they understand about the availability of the preschool program and how to enroll their children?

United States Department of Education Guidance, April 22, 2014

• Consolidated Plan (LEA)
• Memo
• Meeting Notes
• Agenda
• Sign-in Sheets
• Flyer

○ Yes

○ No

● **N/A**

F. Title I, Parent and Family Engagement (Section 1116)

1a. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: 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 1112?

Section 1116(a)(2)(A)

LEA Parent and Family Engagement loaded in e-GAP document library by LEA.

• 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?

● **Yes**

○　　No

○　　N/A

1b. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: How the LEA will provide for thecoordination, technical assistance, and other support necessary to assist Title I participating schools in planning and implementing effective parent and family engagement activities to improve student academic achievement and school performance?

Section 1116(a)(2)(B)

LEA Parent and Family Engagement loaded in e-GAP document library by LEA.

• 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 and family engagement activities.

- ● **Yes**
- ○　　No
- ○　　N/A

1c. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: How the LEA will build the schools' and parents' capacity for strong parental involvement in accordance with **Section 1116(a)(2)(C)**?

LEA Parent and Family Engagement loaded in e-GAP document library by LEA.

• Central Office team: How do you guide your schools in building strong parent and family engagement programs?

- ● **Yes**
- ○　　No
- ○　　N/A

1d. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: How the LEA will conduct with parents, an annual evaluation, of (1) the content and effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools, including (i) identifying barriers to greater participation by parents in authorized activities; (ii) needs of parents and family members with the learning of their children; and (iii) strategies to support successful school and family interactions?

Section 1116(a)(2)(D)

LEA Parent and Family Engagement loaded in e-GAP document library by LEA.

• Central Office staff and parents: How are parents involved in the annual evaluation of the LEA Parent and family engagement policy?
• Parents: Were you involved in the annual evaluation of your school system's parent and family engagement policy?

eProve diagnostics

- **Yes**
- ○ No
- ○ N/A

1e. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: Describe how the LEA will involve parents in the activities of the schools served, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents and family members served by the LEA to adequately represent the needs of the population?

Section 1116(a)(2)(F)

LEA Parent and Family Engagement loaded in e-GAP document library by LEA.

- **Yes**
- ○ No
- ○ N/A

1f. Does the LEA ensure that the following components are described in the LEA parent and family engagement policy and that each component is implemented: Describe how the LEA will use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement, and revise, if necessary the parent and family engagement policy?

LEA Parent and Family Engagement loaded in e-GAP document library by LEA.

- **Yes**
- ○ No
- ○ N/A

2. Is there evidence that the LEA plan is developed jointly with, agreed with, and distributed to parents of Title I participating students?

Section 1118(a)(2)

• Parents: Were you involved in the development of your school system's Parent and Family Engagement policy? Did you receive a copy of this plan?
• Meeting agenda and minutes

- **Yes**
- ○ No
- ○ N/A

COMMENTS

The Parent and Family Engagement Plan was discussed at the annual Title I meetings, and parents are invited to give feedback through a variety of options such as in person, at school-based meetings, and via periodic surveys.

ATTACHMENTS

Attachment Name

📄 Title I meetings 19-20

3. Is there evidence that each Title I participating school has a parent and family engagement policy that was developed jointly with, agreed on with, and distribute to parents of Title I participating students?

Section 1118(b)

• Parents: Did you receive a copy of your school's Parent and Family Engagement Plan this year?
• Meeting agenda and minutes

- ● **Yes**
- ○ No
- ○ N/A

4a. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: 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?

Section 1116(c)(1)

• 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 Parent and family engagement? Were you involved in decisions regarding use of this money?

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached documentation of Title I meetings held at each school in September 2019.

ATTACHMENTS

Attachment Name

📄 Annual Title I Meetings 19-20

4b. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: How the school

offers a flexible schedule of meetings, such as meetings in the morning or evening?

Section 1116(c)(2)

• School teams: Discuss how you schedule various parent and family engagement activities and meetings.

- **Yes**
- ○ No
- ○ N/A

4c. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(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 parent and family engagement policy?

Section1116(c)(3)

- **Yes**
- ○ No
- ○ N/A

4d. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: 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?

Section 1116(c)(4)(A-C)

- **Yes**
- ○ No
- ○ N/A

4e. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: How the school will submit comments/concerns to the LEA, if the Continuous Improvement Plan is not satisfactory to parents?

Section 1116(c)(5)

- **Yes**
- ○ No
- ○ N/A

4f. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: How the school-parent compact is jointly developed with parents of participating students; contains the required

components and describes how it is used, reviewed and updated?

Section 1116(d)(1)(2)(A-C)

• Parents: Are you familiar with the school-parent compact? Were you involved in the development or revision of the compact?

- **Yes**
- ○ No
- ○ N/A

4g. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: How the school builds teachers' and parents' capacity for strong parent and family engagement?

Section 1116(e)

• Principal: How does the school assist teachers in working with parents to increase student achievement? What training is offered to parents throughout the year?

- **Yes**
- ○ No
- ○ N/A

4h. Does each Title I participating school ensure that the following required components are described in its parent and family engagement policy and that each component is implemented **Section 1116(c)**: How the school will to the extent practical, provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of migratory children, or parents of homeless in a language parents and family members can understand?

Section 1116(f)

- **Yes**
- ○ No
- ○ N/A

G. Title I, Part A-Qualification for Teachers and Para-Professionals (Section 1111)

1. Is there evidence that all teachers working in a program supported with Title I funds meet applicable State certification and licensure requirements, including any requirements obtained through alternative routes to certification?

Section 1111(g)(2)(J)

- Documentation to validate Title I teacher certification
- Interview: Human Resource Coordinator
- How does the LEA ensure that all new hires meet State requirements?
- List of teachers hired for current year

- **Yes**
- No
- N/A

COMMENTS

Please see attached list of current year teachers paid from Title I funds.

ATTACHMENTS

Attachment Name

📄 Title I Teachers 19-20

2. Is there evidence that the LEA has ensured that all paraprofessional who work in an instructional capacity in a Title I schoolwide program or are paid from Title I funds in a targeted assistance program meet the State qualification requirements?

Section 1111(g)(2)(J)

• Documentation to validate paraprofessional highly qualified status
• Interview: Human Resource Coordinator
• How does the LEA ensure that all the new hires meet State requirements?
• List of paraprofessionals hired for current year

- **Yes**
- No
- N/A

COMMENTS

Please see attached list of current year paraprofessionals paid from Title I funds.

ATTACHMENTS

Attachment Name

📄 Title I Paraprofessionals 19-20

H. Title I, Part A-Educational Stability for Children in Foster Care (Section 1112)

1a. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following: Board Approved Enrollment Policy that includes Children in Foster Care?

ESSA Section 1112(c)(B)(i-ii)

• Copy of Board Approved Policy

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Board Policy: Enrollment including Foster Care

1b. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following: Board Approved Foster Care Plan? (Must include best determination procedures, transportation procedures, and dispute resolution procedures)

ESSA Section 1112(c)(B)(i-ii)

• Copy of Board Approved Foster Care Plan

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached copy of board meeting agenda and Foster Care Plan (including best interest determination, transportation, and dispute resolution procedures). The minutes from that meeting are available to review on-site; they will be approved by the Board at the next regular meeting.

ATTACHMENTS

Attachment Name

📄 Board Agenda: Foster Care Plan

1c. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following: Evidence Foster Care Plan was written in collaboration with local Child Welfare Agencies?

ESSA Section 1112(c)(B)(i-ii)

• Sign-in Sheets (include signatures, agency represented, and position)
• Meeting Agendas
• Meeting Notes

- ● **Yes**

○　No

○　N/A

COMMENTS

Lanett City Schools, Chambers County School District, and Chambers County DHR collaborate on a joint Foster Care Plan. Lanett City is located within Chambers County geographically, and students routinely transfer back and forth between the districts when their families move. In addition, both school systems have good working relationships with one another and with Chambers County DHR. For these reasons, we opted for the joint approach to foster care planning. We did not have a face-to-face meeting for plan updates this year. Rather, we were in contact by email and phone. The two Federal Programs Coordinators and the DHR county director signed electronically.

ATTACHMENTS

Attachment Name

📄 Joint Foster Care Plan

1d. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following: Foster Care Dispute Resolution Plan?

ESSA Section 1112(c)(B)(i-ii)

• Copy of Dispute Resolution Plan

●　**Yes**

○　No

○　N/A

COMMENTS

The Dispute Resolution Plan is incorporated into the Foster Care Plan; it may be found on page five (5) of the attached document.

ATTACHMENTS

Attachment Name

📄 Foster Care Dispute Resolution

1e. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following: Documentation of Notices concerning Foster Care decisions?

ESSA Section 1112(c)(B)(i-ii)

• Copy of letter or notice to inform student guardian of foster care decisions regarding school placement and transportation

  ○ Yes
  ○ No
  ● **N/A**

COMMENTS

To date, there have been no instances requiring the district to notify guardians about decisions regarding school placement and transportation of children in foster care.

1f. An LEA must collaborate with the State agency responsible for administering State plans under parts B and E of Title IV of the Social Security Act (the State or tribal child welfare agency) to ensure the educational stability of children in foster care; does the LEA have the following: Documentation of Notices regarding disputes?

ESSA Section 1112(c)(B)(i-ii)

• Copy of any notices that result from following the Dispute Resolution Plan

  ○ Yes
  ○ No
  ● **N/A**

COMMENTS

To date, Lanett City has not had any disputes regarding the school placement or transportation of children in foster care.

I. Migrant Title I, Part C-Migrant Education Program

1a. Does the LEA have: A correctly completed, legible Certificate of Eligibility for each migrant family served?

Section 1301(a)(1)

• Migrant staff will review annually all programs onsite.

  ○ Yes
  ○ No
  ● **N/A**

1b. Does the LEA have: A system for ensuring the 36-month eligibility requirement is met?

Section 1309(3)

• Discussing with system staff for ensuring eligibility with LEA migrant staff

○ Yes

○ No

● **N/A**

1c. Does the LEA have: A system for transferring student records including family data, educational/health history and test scores?

Section 1304(b)(3)

• Discussion with system staff for ensuring eligibility with LEA migrant staff.

○ Yes

○ No

● **N/A**

2a. Does the Continuous Improvement Plan have provisions of the following: A comprehensive needs assessment that addresses special need for migratory children, preschool-grade 12?

Section 1306

• Annual onsite review by migrant contract staff.

○ Yes

○ No

● **N/A**

2b. Does the Continuous Improvement Plan have provisions of the following: Assurances that the unique educational needs of migratory children, preschool - grade 12 will be met?

Section 1304(b)(1)

• Discuss service delivery plan with applicable Central Office staff.

○ Yes

○ No

● **N/A**

2c. Does the Continuous Improvement Plan have provisions of the following: A comprehensive service delivery plan that meets the year round needs of migratory K-8 children? (if applicable)

Section 1306

○ Yes

○ No

● **N/A**

2d. Does the Continuous Improvement Plan have provisions of the following: A comprehensive service delivery plan that meets the year round needs of preschool migratory children? (if applicable)

Section 1306

- ○ Yes
- ○ No
- ● **N/A**

2e. Does the Continuous Improvement Plan have provisions of the following: A comprehensive service delivery plan that emphasizes high school drop-out prevention and increased graduation rates?

Section 1306

- ○ Yes
- ○ No
- ● **N/A**

2f. Does the Continuous Improvement Plan have provisions of the following: 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?

Section 1304(d)(1-2)

- ○ Yes
- ○ No
- ● **N/A**

2g. Does the Continuous Improvement Plan have provisions of the following: Plans for professional development programs for teachers and other program personnel to specifically assist the education of migrant children?

Section 1304(7)(B)

- ○ Yes
- ○ No
- ● **N/A**

2h. Does the Continuous Improvement Plan have provisions of the following: 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?

Section 1304

• Evidence of participation in program

○ Yes

○ No

● **N/A**

2i. Does the Continuous Improvement Plan have provisions of the following: 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?

Section 1304(c)(3)(A-B)

• Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.
• Documentation from Migrant Parent Advisory Meeting

○ Yes

○ No

● **N/A**

3a. Does the LEA have in place and/or implement: Advocacy programs to help migrant families overcome cultural and language barriers as well as social isolation in the school setting?

Section 1301(4)

• Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.

○ Yes

○ No

● **N/A**

3b. Does the LEA have in place and/or implement: A system to access health, nutrition and social services when needed?

Section 1304(c)(7)(A)

• Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.

○ Yes

○ No

● **N/A**

3c. Does the LEA have in place and/or implement: A method for informing migrant parents of each student's adequate yearly progress in a format and language understandable to parents?

Section 1304(c)(3)(A)

• Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.

○ Yes

○ No

● **N/A**

3d. Does the LEA have in place and/or implement: A method for informing migrant parents of the availability of family literacy, technology, or other adult education programs?

Section 1304(c)(D)(6)

• Discussion with LEA migrant staff and migrant parents regarding the district's support of migrant students.

○ Yes

○ No

● **N/A**

4. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?

Section 1304(c)(1)(A)

○ Yes

○ No

● **N/A**

J. Title I, Part D, Subpart 2-Education of Neglected/Delinquent Children (Section 1422-1424)

1a. Is there evidence that participating schools implement the following according to the approved application: 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?

Section 1422.(20 U.S.C. 6451(d))

• Staff Interviews.
• Examples of how the education of students at the institution is focused on district curriculum, instructional goals, and assessment related to acceptable completion of academic programs.
• Examples of professional staff working at the institution have comparable opportunities to participate in district professional development offerings.

○ Yes

○ No

● **N/A**

1b. Is there evidence that participating schools implement the following according to the approved application: a program for children and youth returning from correctional facilities? (Transition Plan)

Section 1422.(20 U.S.C. 6451)

• Staff Interviews.
• Program description.

- ○ Yes
- ○ No
- ● **N/A**

1c. Is there evidence that participating schools implement the following according to the approved application: coordination of existing educational programs to meet the unique educational needs and characteristics of the children and youth?

Section 1423.(20 U.S.C. 6453)

• Staff Interviews.
• Program description.

- ○ Yes
- ○ No
- ● **N/A**

1d. Is there evidence that participating schools implement the following according to the approved application: as appropriate, coordination with existing social, health, and other services to meet the needs of returning students?

Section 1423.(20 U.S.C. 6453)(11)

• Staff Interviews.• List of agencies services.

- ○ Yes
- ○ No
- ● **N/A**

1e. Is there evidence that participating schools implement the following according to the approved application: as appropriate, partnerships with local business to develop training, curriculum-based youth entrepreneurship education, and mentoring services to participating students?

Section 1423.(20 U.S.C. 6453)(7)

• Staff Interviews.
• List of agencies services.

- ○ Yes
- ○ No
- ● **N/A**

1f. Is there evidence that participating schools implement the following according to the approved application: 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?

eProve diagnostics

Section 1423.(20 U.S.C. 6453)(8)

• Engagement of parents in the students' educational plan.
• List of ways parents can provide input related to education program.
• List of parent involvement activities or resources made available to parents.

○   Yes

○   No

●   **N/A**

1g. Is there evidence that participating schools implement the following according to the approved application: coordination with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs?

Section 1423.(20 U.S.C. 6453)(8)

• Staff Interviews.
• List of appropriate programs

○   Yes

○   No

●   **N/A**

1h. Is there evidence that participating schools implement the following according to the approved application: work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities?

Section 1423.(20 U.S.C. 6453)(11)

• Staff Interviews.
• Program description.
• Documentation of contact with probation officers

○   Yes

○   No

●   **N/A**

1i. Is there evidence that participating schools implement the following according to the approved application: ensuring correctional facilities are aware of a student's existing individualized education program?

Section 1423.(20 U.S.C. 6453)(12)

• Discussion of how schools make facilities aware of a student's existing IEP.

○   Yes

○   No

- **N/A**

1j. Is there evidence that participating schools implement the following according to the approved application: as appropriate, finding alternative placements for students interested in continuing their education but unable to participate in a regular public school programs?

Section 1423.(20 U.S.C. 6453)(13)

• Documentation of contact with agencies
• Pamphlets

- ○ Yes
- ○ No
- **N/A**

2a. Are funds used to operate the following **Section 1424**: 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?

Section 1424(a)(1)

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.

• 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.

- ○ Yes
- ○ No
- **N/A**

2b. Are funds used to operate the following **Section 1424**: A dropout prevention program that targets at-risk children and youth?

Section 1424(a)(2)

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.

- ○ Yes
- ○ No
- **N/A**

2c. Are funds used to operate the following **Section 1424**: The coordination of health and social services for children and youth that will improve the likelihood that such individual will complete their education?

Section 1424(a)(3)

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.

○ Yes

○ No

● **N/A**

2d. Are funds used to operate the following **Section 1424**: Special programs to meet the unique academic needs of participating children and youth?

Section 1424(a)(4)

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.

○ Yes

○ No

● **N/A**

2e. Are funds used to operate the following **Section 1424**: Programs providing mentoring and peer mediation?

Section 1424(a)(5)

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.

○ Yes

○ No

● **N/A**

3. Is there evidence that funds are allocated based on need; e.g., concentration of poverty, dropout rates, other objective indicators or educational needs?

Section 1425

(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)

• Describe how the LEA allocates funds based on needs.
• Needs assessment process; list of participants involved.
• Data sources utilized.

eProve diagnostics

- ○ Yes
- ○ No
- ● **N/A**

4. 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?

Section 1425

- ○ Yes
- ○ No
- ● **N/A**

5. 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?

Section 1425

- ○ Yes
- ○ No
- ● **N/A**

6a. 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: maintain and improve educational achievement?

Section 1426

• Discuss program evaluation results.

- ○ Yes
- ○ No
- ● **N/A**

6b. 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: accrue school credits that meet state requirements for grade promotion and secondary school graduation?

Section 1426

• Discuss program evaluation results.

- ○ Yes
- ○ No
- ● **N/A**

6c. 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: make the transition to a regular program or the education program operated by the LEA?

Section 1426

• Discuss program evaluation results.

- ○ Yes
- ○ No
- ● **N/A**

6d. 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: complete secondary school or (secondary equivalency requirements) and obtain employment after leaving the institution?

Section 1426

• Discuss program evaluation results.

- ○ Yes
- ○ No
- ● **N/A**

7. Does the LEA use the results of evaluations to plan and improve subsequent programs for participating children and youth?

Section 1426

• Discussion with Central Office staff regarding the results of the program evaluation.
• How does the LEA use the Title I, Part D evaluation results?
• Major findings in the past three years' evaluation
• How were findings used to plan for program improvements?
• Who participates in completing the End of Year evaluation reports?

- ○ Yes
- ○ No
- ● **N/A**

K. Participation of Children Enrolled in Private Schools (Section 1117)

This section applies to all federal fund sources regarding services to students and teachers in private schools.

Title I, Part A-Participation of Children Enrolled in Private Schools

Title I, Part C-Education of Migratory Children

Title II, Part A - Teacher and Principal Training and Recruiting Fund

Title III, Part A-English Language Acquisition, Language Enhancement, and Academic Achievement Act

Title IV, Part B-21st Century Community Learning Centers

Title VIII, Part F, Section 8501-Uniform Provisions-Subpart 1-Private Schools

eProve diagnostics

1. Does the LEA provide timely and meaningful consultation with private school officials on the availability of funds to provide services to eligible private school students (as appropriate)?

Section 1117(a)(1)(A) & 8501(c)

• Interviews with private school officials.
• Copy of signed Letter of Intent.
• Meeting agenda
• Minutes

- **Yes**
- No
- N/A

COMMENTS

The Federal Programs Coordinator carried out consultation efforts with the nonpublic school via letter, email, and a face-to-face meeting. In the spring, the private school Headmaster indicated interest in possibly participating with Title II-A funds. However, a change in leadership took place at the private school over the summer. The Federal Programs Coordinator reached out to the new Headmaster via email and a face-to-face consultation. No final decisions were made at the face-to-face meeting; the private school Headmaster requested to consult with his academic team prior to deciding. The private school team opted not to participate, and the Headmaster notified the Federal Programs Coordinator of that decision via email. A new Intent to Participate form was completed by the current Headmaster, indicating that the private school did not wish to participate for 2019-2020. Pleased see attached documentation including (1) signed form stating intent to not participate, (2) sign-in sheet from consultation meeting, (3) notes and calculations from consultation meeting, and (4) letter of intent sent to previous headmaster.

ATTACHMENTS

Attachment Name

📄 Private School Consultation 19-20

2. Does the LEA make private school officials aware of the procedure to file a complaint to the SDE regarding timely and meaningful consultation provided by the LEA?

(All applicable fund sources) Section 1117(b)(2)

• Interviews with private school officials.
• Paragraph detailing complaint procedures.
• Letter of intent which includes compliant procedures
• Copy of (required) Alabama Equitable Services Complaint Assurance from each participating private school

- **Yes**
- No
- N/A

COMMENTS

Please see attached letter of intent including complaint procedures.

ATTACHMENTS

Attachment Name

📄 Private School Complaint Procedure

3. As appropriate, does the LEA ensure that participating students and teachers in private schools are provided equitable services?

All applicable fund sources Section 1117(a)(1)(A-B)

• Interviews with private school officials.

- ○ Yes
- ○ No
- ● **N/A**

4a. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for **Title I services**, of the following: Identification of the students' needs?

Section 1117(b)(1)(A-L)

• Interviews with private school officials and LEA Central Office staff.

- ○ Yes
- ○ No
- ● **N/A**

4b. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for **Title I services**, of the following: Services to be offered?

Section 1117(b)(1)(A-L)

• Interviews with private school officials and LEA Central Office staff.

- ○ Yes
- ○ No
- ● **N/A**

4c. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for **Title I services**, of the following: How, where, and by whom the services will be provided?

Section 1117(b)(1)(A-L)

- ○ Yes

○   No

●   **N/A**

4d. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for **Title I services**, of the following: Assessment of the services provided and how the assessment results will be used to improve services provided?

Section 1117(b)(1)(A-L)

○   Yes

○   No

●   **N/A**

4e. Does the LEA provide timely and meaningful consultation during the design, development and implementation, for **Title I services**, of the following: Equitable services to be provided and proportion of funds to be allocated?

Section 1117(b)(1)(A-L)

○   Yes

○   No

●   **N/A**

5. Is there evidence that the LEA and each private school, through timely and meaningful consultation, have jointly developed a written **Equitable Services Implementation Plan**, designed to serve students in private schools?

Section 1117(b)(1)(E)

• Review of LEA Title I plan with Central Office staff.
• Equitable Services Implementation Plan

○   Yes

○   No

●   **N/A**

6a. Is there evidence that the LEA, in conjunction with private school officials, has established criteria to identify eligible private school students for **Title I services** having the greatest need for targeted academic assistance **Section 1117(b)(1)(A-L)**: Has the LEA established multiple educationally related, objective criteria?

Section 1115(b)

Interview: Central Office staff to discover collaborative efforts with private schools.

• Multiple Criteria used in eligibility process

○   Yes

- ○ No
- ● **N/A**

6b. Is there evidence that the LEA, in conjunction with private school officials, has established criteria to identify eligible private school students for **Title I services** having the greatest need for targeted academic assistance **Section 1117(b)(1)(A-L)**: 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?

Interview: Central Office staff to discover collaborative efforts with private schools.

• Rank order list

- ○ Yes
- ○ No
- ● **N/A**

6c. Is there evidence that the LEA, in conjunction with private school officials, has established criteria to identify eligible private school students for **Title I services** having the greatest need for targeted academic assistance **Section 1117(b)(1)(A-L)**: Are students with the greatest needs receiving services?

Interview: Central Office staff to discover collaborative efforts with private schools.

- ○ Yes
- ○ No
- ● **N/A**

6d. Is there evidence that the LEA, in conjunction with private school officials, has established criteria to identify eligible private school students for **Title I services** having the greatest need for targeted academic assistance **Section 1117(b)(1)(A-L)**: Has each participating school established the multiple criteria by which students may exit the program?

Interview: Central Office staff to discover collaborative efforts with private schools.

• Exit criteria

- ○ Yes
- ○ No
- ● **N/A**

7. Is there documentation to support parental refusal of student's participation of Title I Services?

Section 1117

• Procedures for waiving services

- ○ Yes
- ○ No

- **N/A**

8. Are Title I services provided to participating private school students secular, neutral and non-ideological?

Section 1117(a)(2); Section 8501(a)(2) & Section 8508

- ○ Yes
- ○ No
- **N/A**

9. Does the LEA retain control of and include in its inventory (materials, equipment, property), purchased with federal funds for use in private schools?

All applicable fund sources Section 1117(d)(1) and 8501(d)

- ○ Yes
- ○ No
- **N/A**

10. Is there evidence the LEA consults throughout the school year with the private school?

Section 1117

• Service Agreement

- ○ Yes
- ○ No
- **N/A**

11. Is there evidence the LEA monitors the private schools for compliance throughout the school year?

Section 1117

• Monitoring Instrumentbr/>
- ○ Yes
- ○ No
- **N/A**

L. Title II, Part A-Supporting Effective Instruction (Section 2101)

1a. Has the LEA prioritized funds to schools served by the agency that are implementing: comprehensive support and improvement activities under **Section 1111**?

Section 2102(b)(2)(C)

• Working notes for selecting schools
• Documentation that supports professional development funds are directed to these schools, if applicable

- Written procedures/criteria for allocating funds
- Expenditure reports

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

Lanett City does not have any Comprehensive Support and Improvement schools at this time.

1b. Has the LEA prioritized funds to schools served by the agency that are implementing: targeted support and improvement activities under **Section 1111**?

Section 2102(b)(2)(C)

- Working notes for selecting schools
- Documentation that supports professional development funds are directed to these schools, if applicable
- Written procedures/criteria for allocating funds
- Expenditure reports

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

W. O. Lance Elementary is currently identified as an Additional Targeted Support and Intervention School. Through the Alabama Continuous Improvement Plan (ACIP) process, school personnel and district administrators conduct ongoing monitoring of school performance. Lanett City is committed to the academic success of its students. It is the goal of the district's educators to provide instruction, resources, and intervention as needed to ensure that each child has the opportunity to meet the State student achievement standards. The district has contracted with PowerSchool Achievement Services to provide professional development and technical assistance in the areas of strategic teaching, curriculum development and pacing, and data analysis to inform instruction for all three schools. In addition, the ATSI school will benefit from an Instructional Specialist to assist teachers with coaching, intervention strategies, and related activities.

1c. Has the LEA prioritized funds to schools served by the agency that are implementing: schools that have the highest percentages of students in poverty under **Section 1111(d)**?

Section 2102(b)(2)(C)

- Working notes for selecting schools
- Documentation that supports professional development funds are directed to these schools, if applicable
- Written procedures/criteria for allocating funds
- Expenditure reports

○ Yes

○ No

● **N/A**

COMMENTS

All three schools within the Lanett City system have high percentages of students in poverty (district average = 93.15%), so professional development funds are used to provide high-quality professional development across the board. The district has contracted with PowerSchool Achievement Services to provide professional development and technical assistance in the areas of strategic teaching, curriculum development and pacing, and data analysis to inform instruction for all three schools.

2. Does the LEA provide high quality personalized professional development that meet the federal requirement for professional learning?

Section 2103(b) and 8101(42)

• LEA Consolidation Application Plan Goals, Strategies, and Actions Steps

● **Yes**

○ No

○ N/A

COMMENTS

Ongoing professional development is provided to all teachers in the district to help them stay current in the field. The district has contracted with PowerSchool Achievement Services to provide professional development and technical assistance in the areas of strategic teaching, curriculum development and pacing, and data analysis to inform instruction. In addition, district- and school-level administrators and instructional specialists coordinate and conduct a regular schedule of classroom observations using both informal classroom visits and the AdvancEd Effective Learning Environments Observation Tool (eleot TM). Feedback, coaching, and support are then provided to teachers in order to foster continuous improvement in the classroom.

3. Does the plan provide how professional development activities will be coordinated with activities provided through other Federal, State, and local programs?

Section 2122(b)(4)

• LEA Consolidated Application/Plan Goals, Strategies, and Action Steps

● **Yes**

○ No

○ N/A

4. Are all teachers whose salaries are paid from these funds fully certified to teach in the subject and grade area to which they have been assigned?

Section 2103(b)(3)(D)

• Documentation of teacher certification and assignment
• Documentation to show that class size reduction needs are determined by class size data analysis, student achievement data, and needs assessments

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not have any teachers paid from Title II funds during the current year.

5. If applicable, does the LEA use Title II funds to increase the knowledge base of teachers, principals, or other school leaders on instruction in the early grades and on strategies to measure whether young children are progressing; and the ability of principals or other school leaders to support school and preschool program educators to meet the needs of <u>students through age 8</u>, including through joint professional learning and planning activities that address the transition to elementary?

Section 2103(b)(3)(G)(i & ii)

• STI registration
• Power point
• Sign-in Sheets
• Agendas
• Meeting Notes

- ○ Yes
- ○ No
- ● **N/A**

6. Are all class size reduction teachers supplemental and not the only teacher in that grade or subject?

• Teacher schedules by grade and/or subject

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not have any class size reduction teachers paid from Title II funds this year.

M. Language Instruction for English Learners and Immigrant Students

1. Does the school system have a Board-approved policy admitting students regardless of immigrant status or English-speaking status?

Plyler vs. Doe, 457 U.S. 202, (1982, Title VI of the civil Rights Act 1964)

• School Staff: Explain the policy and process for enrolling EL students?
• Board policy

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

EL students are enrolled immediately, regardless of whether or not they present all requested paperwork. School staff then work with the family to obtain any additional documentation (immunizations, records from previous schools, etc.). The EL Coordinator is notified of new enrollees so that the Home Language Survey can be checked and the student screened if needed.

ATTACHMENTS

Attachment Name

Enrollment Policy

2a. Is there evidence that the LEA systematically provide: The English Learner EL Policy to all school and LEA personnel?

Section 3116

• What process/training has been done regarding EL policy and/or procedures handbook?
• Agenda and Sign-in sheet

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Training on the EL program is provided to all district staff as part of back-to-school professional development each year. Please see attached information including the PowerPoint slides and sign-in sheets from August 2019.

ATTACHMENTS

Attachment Name

EL Program Training 2019

2b. Is there evidence that the LEA systematically provide: A mechanism for enrolling a student pending receipt of the required record of immunizations?

Section 3116

• 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?
• Agenda and Sign-in Sheets

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Enrollment procedures training is provided to all district staff as part of back-to-school professional development each year. Please see attached information including the PowerPoint slides and sign-in sheets from 2019. Any INOW coding related to EL students is completed and verified by the EL Coordinator on an ongoing basis throughout the school year.

ATTACHMENTS

Attachment Name

📄 Enrollment Procedures Training 19-20

3. 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 EL?

Section 3116(b)(2); 3113(b)(3)(b) & 1112(e)(3)(A)

• Discuss/demonstrate the timeline for how students are identified and assessed after marking a primary language other than English and who are EL

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached identification procedures from the district EL Plan.

ATTACHMENTS

Attachment Name

📄 EL Identification and Assessment

4. Does the LEA ensure that parents of EL students are notified in accordance with Section 1112(e) of their child's placement in EL services?

Section 1112(e)(3)(A)(i-viii)

• School Staff: Discussion and review of documentation

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached sample of form used to notify parents of EL program placement.

ATTACHMENTS

Attachment Name

📄 EL Program Placement Parent Notices

5. Is there documentation to show that the LEA has assessed each EL student with ACCESS for ELLs 2.0?

Title I, Section 1111(b)(1) & Section 3116(b)(2)

• Is ACCESS for ELLs 2.0 test documentation placed in the permanent record for each EL student in anticipation of when they transfer to a school district or move on to a higher grade?

- **● Yes**
- ○ No
- ○ N/A

6. 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?

Section 1112(e)(2)(A)(viii)(I-III)

• School staff: What supplemental explanation do you give parents about their right to waive supplemental Title III services?
• Waiver document for supplemental services

- ○ Yes
- ○ No
- **● N/A**

COMMENTS

Lanett City does not receive Title III funds.

7. 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?

Section 1112(e)(2)(A)(vi)

• School Staff: What process is used to exit students?
• What happens if the child struggles in the mainstream after exiting?

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Students are monitored for four academic years after program exit. If a child struggles during that time, he or she may be screened for re-entry into the EL program.

8. Does the LEA monitor, for a minimum of four years, the academic progress of students that have exited from ESL services?

Section 3121(a)(4-5)

• School Staff: Please explain the process used to monitor students once they have met appropriate exit criteria.
• Provide documentation that supports monitoring.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

The EL Coordinator uses progress reports, report cards, teacher feedback, and related information to monitor the progress of exited students. A copy of the monitoring form is attached.

ATTACHMENTS

Attachment Name

📄 FEL Monitoring Form

9. Are teachers that provide English language development or access to core curriculum for ELs provided high quality professional development?

OCR Memorandum, September 1991, Lau v. Nichols; Castanada v. Pickard

• 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?

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached documentation from 2019 back-to-school professional development. In addition, the elementary reading coach attended an ALSDE training about EL instruction this fall. In the 2018-2019 school year, all district staff participated in two professional development opportunities related to ELs. The EL Coordinator provided a general overview of the EL program and related information, and one of our PowerSchool Achievement Services presenters focused specifically on instructional strategies helpful for ELs.

ATTACHMENTS

Attachment Name

📄 EL Overview Training 2019

📄 EL Teacher Handout

10a. Does the LEA have procedures and demonstrated practices that ensure: English Learner (EL) students are not excluded from special opportunity programs for the academically gifted, or other specialized activities based on English language proficiency, or identified for special education services because of language proficiency?

Section 3115(d)(3)

• Central Office Staff: Please share examples of EL students receiving Gifted, Special Education, or Title I Services

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Currently, three EL students are receiving special education services. Four active ELs and three exited ELs are receiving Gifted services.

10b. Does the LEA have procedures and demonstrated practices that ensure: English Learners are allowed to participate in Title I services on the same basis as all students in Title I participating schools?

Section 3115(d); Section 3213(a)(2)(G); Office of Civil Rights Memorandum, September 1991, Lau v. Nichols

• Central Office Staff: Please share examples of EL students receiving Gifted, Special Education, or Title I Services

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

All three schools in the Lanett City district operate Schoolwide Programs. English Learners have access to all the same Title I activities, materials, and other benefits as non-EL students.

11. Has the LEA developed high-quality age appropriate English language instruction educational programs, which are evidence-based and designed to meet the needs of EL children, including immigrant children and youth?

Section 3116(c)Section 3115(6)(c); Office of Civil Rights Memorandum, September 1991, Lau V. Nichols

• School Staff: Explain the program/process used to teach English language acquisition. What evidence-based evidence can be used to support the programs use?
• Explain the WIDA ELP standards

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached program description from the district's EL Plan.

ATTACHMENTS

Attachment Name

📄 EL Program Description

12. 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 EL students or transport students to other facilities for academic and support?

OCR Memorandum, September 991, Lau v. Nichols

• School Staff: If ELs are pulled out of their classroom for language services, where do they go?
• Conduct an on-site walk through
• School Staff: Are only ELs transported within the school day for academic, language or support services. If so, explain the process

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Lanett City provides supplemental tutoring services for EL students. These services are provided within the same school buildings that the students normally attend (e.g., elementary students go to a designated classroom in the elementary school). Students are not transported to receive these services. Core English language instructional services are provided in regular classroom settings by students' teachers.

13. How does the LEA certify that all teachers in any language instruction educational program for EL children are fluent in English and any other language used for instruction including having written and oral communication skills?

Section 3116(c)

• LEA personnel: How do you ensure all EL teachers are fluent in English including written and oral communication skills?

- **Yes**
- ○ No
- ○ N/A

COMMENTS

All EL students in the Lanett City district are taught by properly certified teachers. All teachers providing language instruction educational programs for EL students are known to have a minimum of a bachelor's degree from an accredited institution; many hold graduate degrees as well. Depending upon the time frame of their certification processes, most teachers have passed both a Basic Skills Test and a Praxis II examination in English. All teachers are observed by their supervisors to demonstrate appropriate written and oral communication skills in English on a routine basis.

14a. Is there evidence that the LEA: Provides reasonable, meaningful, and sufficient efforts to involve parents/ guardians of students who are English language learners in the educational program?

Section 3115(c)(2)(A-D) and Section 1112(e)(3)(c)

• School Staff: Explain what you do to ensure that all EL (and NOMPHLOTE) parents receive information about school activities in a language they can understand

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Parents of EL students are welcome to participate in all activities or programs sponsored at both the school and district levels. Notification may be made in writing (translated from English), by an individual call/email/text, or by the automated calling system (translation is available). TransAct and any available translated SDE forms may also be utilized for more formal documents. In addition, translation or interpretation may be needed at times to foster parent involvement in meetings or activities. Community-based and/or computer-based resources are typically utilized in that case.

14b. Is there evidence that the LEA: Provides effective communications with parents of language minority and English Learners and notifies EL parents about important school information in a format and language they can understand?

Office of Civil Rights 1992, Section 1112(e)(3)(c)

• Parents: Describe how the district communicates with you. Can you understand the information you receive?
• Translated documents

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Over time, the district has created and implemented a variety of forms in Spanish (our most common language other than English). TransAct and any available translated SDE forms may also be utilized for more formal documents. In addition, translation or interpretation may be needed at times to foster parent involvement in meetings or activities. Community-based and/or computer-based resources are typically utilized in that case. See attached examples of translated documents.

ATTACHMENTS

Attachment Name

📄 Translated Forms

15. 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?

Section 3121, Castanada v. Pickard

• Review evaluation.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see the attached Core EL Program Evaluation for FY19.

<u>ATTACHMENTS</u>

Attachment Name

📄 Core EL Program Evaluation FY19

16. Does the LEA offer to consult with private schools about services for their EL students?

8501; Section 1117(a)(i)(A)

• Review of document.

- ○ Yes
- ○ No
- ● **N/A**

17a. 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: to increase the language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing English language proficiency and student academic achievement?

Section 3115(c)&(d)

• Review of documentation.
• Interviews.

- ○ Yes
- ○ No
- ● **N/A**

17b. 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: to provide effective professional development of sufficient intensity and duration to classroom teachers principals, and other school leaders, administrators, and other school or community-based organization personnel to improve the instruction and assessment of ELs?

Section 3115(c)&(d)

• Review of documentation.
• Interviews.

- ○ Yes
- ○ No
- ● **N/A**

N. Title IV, Part B-21st Century Community Learning

1a. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: academic enrichment learning programs, mentoring programs, remedial education activities, and tutoring services that are aligned with (1) the challenging State academic standards and any local academic standards; and (2) local curricula that are designed to improve student academic achievement?

Section 4205(a)(1)(A)(B)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Lesson Plans related to enrichment, remediation, and tutoring aligned to State and local standards and local curricula
• Daily/weekly/monthly schedules reflecting enrichment, remediation, and tutoring
• Academic/Enrichment field trip documentation
• Field Trip logs
• Field Trip Approval (District and ALSDE approval)
• Field trip Agenda and connected Lesson plans with standards

- ○ Yes
- ○ No
- ● **N/A**

1b. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: well-rounded educational activities, including such activities that enable students to be eligible for credit recovery or attainment? (Not applicable to elementary programs)

Section 4205(a)(2)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Documentation of activities that support students' attainment of course credits for grades 7-12
• Lesson Plans focused on credit recovery

- ○ Yes
- ○ No
- ● **N/A**

1c. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: services for individual with disabilities?

Section 4205(a)(5)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Lesson plans for SPED students needing modifications and/or accommodations
• Statement reflecting that no special modifications or accommodations are needed
• Parent Handbook: Section stating program accepts all students

- ○ Yes
- ○ No
- ● **N/A**

1d. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: programs that support a healthy and active lifestyle, including nutritional education and regular, structured physical activity programs?

Section 4205(a)(4)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Nutritional Education lesson plans
• Physical Education lesson plans
• Schedule reflecting physical activities taking place on a regular basis

- ○ Yes
- ○ No
- ● **N/A**

1e. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: telecommunications and technology education?

Section 4205(a)(8)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Computer Lab Sign In Sheets
• Lesson Plans incorporating technology and telecommunications
• Daily/weekly schedule

- ○ Yes
- ○ No

- **N/A**

1f. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: programs that partner with in-demand fields of the local workforce or build career competencies and career readiness and ensure that local workforce and career readiness skills are aligned with the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) and the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et. Seq.)

Section 4205(a)(14)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Lesson plans focused on careers, career readiness and /or workforce development
• Documentation of Career readiness/Career fairs and other Workforce Development activities
- Flyers/letters/Announcements/Invitations
- Newsletters
- Agendas
- Sign In Sheets

- ○ Yes
- ○ No
- **N/A**

1g. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: program offers opportunities for students to participate in Service Learning projects?

[**]Note: A program may operate a year-long service project or conduct one service project per semester. Documentation must support the type of service project the program implements

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Documentation related to the planning and implementation of the Service Learning Project[**]
• Pictures/PowerPoint Presentations
• Communications such as newsletters, flyers, letters, emails
• Lesson Plans related to the Service Learning Project
• Agendas
• Sign In Sheets
• Minutes/Notes

- ○ Yes
- ○ No
- **N/A**

1h. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: programs that offer arts and music enrichment opportunities?

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Lesson plans focused on the arts and music
• Documentation of Family Arts and Music Events
- Flyers/letters/Announcements/Invitations
- Newsletters
- Agendas
- Sign In Sheets

- ○ Yes
- ○ No
- ● **N/A**

1i. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: programs that provide assistance to students who have been truant, suspended, or expelled to allow the students to improve their academic achievement?

Section 4205(a)(11)

(Focus is on student attendance, behavior and character development and how your afterschool program supports the regular school day program with these issues)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• List of tools/programs used in after school programs that address truancy, student behavior and character development
• School Attendance Report
• Student Incident Report
• INow report reflecting number of office referrals
• Lesson Plans targeting truancy and/or student behavior/character development activities

- ○ Yes
- ○ No
- ● **N/A**

1j. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: drug and violence prevention programs and

counseling programs?

Section 4205(a)(12)

(Focus is on Drug and Violence Prevention and how your after-school program supports the regular school day program with these issues)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• List of tools/programs used in after-school programs that address drug, violence, and/or bullying issues (examples: DARE, Leader in Me, etc.)
• Lesson plans focusing on drug, violence, and/or bullying prevention

○   Yes

○   No

●   **N/A**

1k. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: programs that provide after-school activities that emphasize language skills and academic achievement?

Section 4205(a)(6)

(Required for programs with EL students)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Interview Site Director
• Lesson Plans for students needing language skills and academic achievement
• ACCESS scores for EL students
• Pre/Post data for language

○   Yes

○   No

●   **N/A**

1l. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: cultural programs?

Section 4205(a)(7)

(Required for programs with EL students)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Lesson plans focusing on cultural diversity
• Documentation of Cultural events
- Agendas
- Sign In Sheets
- Flyers/Announcements/Newsletters/Invitations

    ◯   Yes

    ◯   No

    ●   **N/A**

1m. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: literacy education programs, including Financial Literacy programs and Environmental Literacy programs?

Section 4205(a)(3)

(Required for programs with EL students)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Lesson Plans targeting financial literacy and/or environmental literacy activities
• List of Financial Literacy/Environmental literacy programs
• Documentation (memos, letters, etc.) supporting partnerships with financial and environmental agencies

    ◯   Yes

    ◯   No

    ●   **N/A**

1n. Does the Program use the award funds to offer students a broad array of additional services, programs, and activities that are designed to reinforce and complement the regular academics of participating students described in the grant. **Section 4201(a)(2) Section 4205(a)**: expanded library service hours?

Section 4205(a)(9)

(Required for programs with EL students)

Original RFA-Academic Goals Section
Original RFA-Section addressing academics
Continuation Application if Year 2 or 3

• Schedule reflecting library extended hours
• Schedule/Reports of after school program library activities/usage (story time, check outs, etc.)

eProve diagnostics

• Documented library use

- ○ Yes
- ○ No
- ● **N/A**

2. Does the program incorporate skills in science, technology, engineering, and mathematics (referred to in this paragraph as 'STEM'), including computer science and that foster innovation in learning by supporting nontraditional STEM/STEAM education teaching methods?

Section 4205(a)(13)

• Lesson Plans focusing on STEM/STEAM activities
• Schedule reflecting STEM/STEAM activities taught on regular basis
• STEM/STEAM student and Family events
- Flyers/Letters/Invitations/Announcements
- Agendas
- Sign In Sheets
• STEM/STEAM related field trip documentation
- Field Trip logs
- Field Trip Approval (District and ALSDE approval)
- Field trip Agenda and connected Lesson plans with standards

- ○ Yes
- ○ No
- ● **N/A**

3. Is the program implementing parenting skills programs that emphasize Parent and Family Engagement Activities that offer families of students served by community learning centers opportunities for active and meaningful engagement in their children's education, including opportunities for literacy and related educational development?

Section 4201(a)(3) Section 4205(a)(10)

• Documentation showing parents have been notified about 21st CCLC program and activities (newsletters, flyers, newspaper ads/announcements, etc.)
• Parent Interview (included in districtwide parent interview)
• Parent and Family Engagement Activities and required orientation:
- Memos/Invitations/Announcements
- Agendas
- Sign In Sheets
- Newsletters

- ○ Yes
- ○ No
- ● **N/A**

4. Is there a clear integration of the Child Nutrition Program to ensure healthy, nutritious snacks?

eProve diagnostics

• Letter of Agreement/Memorandum of Understanding with the Child Nutrition Program
• Daily Snack Count
• Weekly snack/dinner (if applicable) menu-for each site

○ Yes

○ No

● **N/A**

5. Is there documented evidence that the Measures of Effectiveness are incorporated into the 21st CCLC program?

Section 4205(b)(1)(A-E)

• Needs Assessment - Include any updates
• Documentation supporting need for the program (reports, surveys, etc.)
• Goals and measurable objectives section from RFA
• List of evidence-based programs and strategies used to attain goals and measurable objectives
• Pre/Post Test Data
• EZ Reports Student Grades Report
• List of tools used to measure academic success
• Evaluation Reports (Midyear/Final Reports)

○ Yes

○ No

● **N/A**

6. 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?

External Evaluations
• Evaluation Plan
• Midyear Report
• Annual Final Report

ALSDE/District/Local School Evaluations
• Program Specific Student Evaluations (i.e. Scantron, DIBELS, STAR, COMPASS, etc.)
• EZ Reports Student Grades Report
• Site Evaluations
• Risk Assessment
• Compliance Monitoring Corrective Action
• Documentation resulting from Compliance Monitoring citations
• Staff Evaluations

○ Yes

○ No

● **N/A**

7. Is there ongoing communication with regular classroom teachers to ensure the accomplishment of educational objectives?

• Samples of communication and collaboration with regular school day classroom teachers and 21st CCLC staff
• Interview regular school day teachers

- ○ Yes
- ○ No
- ● **N/A**

8. Does the program maintain appropriate employee documentation, including but not limited to fingerprinting and background checks for all staff members?

• Copies of all 21st CCLC Job Descriptions
• List of all 21st CCLC personnel indicating job title/position
• Samples of Staff Employment Applications
• District/Local School Policy statement for background checks and fingerprinting (included in staff handbooks also)
• Verify all employment applications, background checks, fingerprinting, etc. are maintained and filed accordingly

- ○ Yes
- ○ No
- ● **N/A**

9. Are all timekeeping policies clearly outlined, communicated, well-documented, and in compliance with federal and state regulations?

• Time sheets/Personal Activity Report (PAR) for each employee
• Documented timekeeping policies and procedures included in Staff Handbook
• Documentation of timekeeping procedures addressed during required Staff Orientation:
- Memo/Announcement related to orientation meeting
- Meeting Agenda/Minutes
- Sign In Sheets

- ○ Yes
- ○ No
- ● **N/A**

10. Is there appropriate administration leadership provided at all times?

• Chain of Command/Personnel chart
• 21st CCLC staff list with duties and responsibilities
• Copies of all administrative job descriptions
• Copies of Time sheets/Personal Activity Report (PAR) for Administrative Personnel (i.e. Site Director, Program Coordinator, Secretary, Bookkeeper, etc.)
• Administrative Costs Worksheets (Uploaded in eGAP Document Library)

- ○ Yes
- ○ No
- ● **N/A**

11. Does the program administration assess training needs of staff and provide relevant training and ongoing professional development experiences, in collaboration with school, local community and state partners in order to build more effective program practices?

• Staff training needs survey (can be an email)
• Listing of 21st CCLC staff development trainings

• Professional Development (10 hour) Verification Form (ALSDE) for all employees
• Documentation of 21st CCLC Trainings:
- Agendas
- Sign In Sheet
- Professional Development Certificates
- STIPD Documentation
- Training Notes/Minutes

- ○ Yes
- ○ No
- ● **N/A**

12a. Does the program meet safety procedures that: have well-documented sign in/sign out procedures for students with adequate security measures in place?

• Parent Handbook with outlined procedures and expectations (regarding signing students in and out of the program, visiting program, etc.)
• Staff Handbook with outlined procedures and expectations (regarding signing students in and out of the program, visiting program, etc.)
• Samples of Sign In/Sign Out Sheets
• Documentation that sign in/sign out procedures were addressed during required Staff Orientation:
- Memo/Announcement related to orientation meeting
- Agendas
- Sign In Sheets
- Meeting Minutes/Notes

- ○ Yes
- ○ No
- ● **N/A**

12b. Does the program meet safety procedures that: have a safe, secure facility and environment which is easily accessible and is ADA compliance provided?

• Secured facility at all times
• Communication devices/equipment accessible to all 21st CCLC faculty and staff
• Copies of Inspection records verifying ADA Compliance for the site
• Fire Extinguisher Inspection Verification for site

○ Yes

○ No

● **N/A**

12c. Does the program meet safety procedures that: have an emergency readiness plan which includes fire drills, severe weather drills, lock-down drills etc., and is this plan well documented?

• 21st CCLC program specific After School Safety Plan
• 21st CCLC program specific Summer Safety Plan
• 21st CCLC program specific Medication Administration Plan
• Documentation of staff training on safety procedures during required 21st CCLC Staff Orientation Meeting:
- Meeting Announcement
- Agendas
- Sign In Sheets
• Safety Plans included in Staff Handbook
• Safety Drill Documentation:
- Fire Drills (monthly)
- Severe Weather (quarterly & once in summer)
- Lock Down/Intruder Drill (each semester and once per summer)
- Bus Drills (Beginning of each semester and beginning of summer program)

○ Yes

○ No

● **N/A**

12d. Does the program meet safety procedures that: Are the vehicles used for transportation (district/charter) safely maintained and inspected on a regular basis?

• 21st CCLC program specific transportation policy
• Specific transportation/vehicle information:
- Copies of bus routes
- List of approved buses with bus numbers and location
- Copies of vehicle maintenance and inspection reports
- Transportation Activity log
• Copy of charter bus license and safety inspection

○ Yes

○ No

● **N/A**

13. Does the LEA ensure policies for effective administration and allocations of funding?

 21st CCLC Funds
• Policy of accounting funds
• Narrative for collecting, receipting, and depositing money
• Narrative regarding reimbursements
• Copies of line item budget

• Copies of MacALEER Monthly Detailed Expenditure report for 21st CCLC program for each grantee site (LEAs only)
• Monthly Detailed Expenditure report (CBOs/FBOs)

<u>Sustainability Funds</u>
• Monthly detailed income report
• Monthly detailed expenditure report

    ○   Yes

    ○   No

    ●   **N/A**

14. Are all 21st CCLC employee salaries and work times charged to the 21st CCLC program necessary and reasonable according to the number of hours the program operates on a weekly basis?

• Monthly Recap of Student/Teacher Ratio
• List of all 21st CCLC employees and job titles/position
• Samples of timesheets and Personal Activity Reports for all 21st CCLC staff
• Employee weekly and monthly salaries

    ○   Yes

    ○   No

    ●   **N/A**

15a. Has the program: developed and implemented policies and procedures for purchases and procurement?

• Copies of policy and procedures for purchase orders
• Copies of approved and completed purchase orders
• Copies of Contractual Services
- Contracts
- Agreements
- Memorandum of Understanding

    ○   Yes

    ○   No

    ●   **N/A**

15b. Has the program: established and implemented inventory procedures?

• Copy of equipment and inventory process
• Copy of District/School 21st CCLC Inventory including:
- Description of property
- Date of purchase
- Amount of purchase
- Location of property
- Serial number
• Identify three pieces of 21st CCLC equipment
- Match serial number to inventory list

- Match to purchase order used to purchase property
- Ensure equipment labeled 21st CCLC

○ Yes

○ No

● **N/A**

16. Are travel funds used for 21st CCLC staff to participate in authorized conferences workshops, and/or meetings directly related to the 21st CCLC program?

• List of professional development taken by 21st CCLC program using program funds
• Documentation pertaining to required staff professional development (ALSDE Grantee Training, Regional meetings/trainings, Conferences)
- Conference /Meeting Agendas
- Travel Documentation (Request/Approval Verification/Reimbursement forms)

○ Yes

○ No

● **N/A**

17. Is there documented evidence that the 21st CCLC program is coordinating 21st CCLC funds with Federal, State, and Local programs, and make the most effective use of public resources?

• List of additional funding sources (Title funds/CNP/DPH/DHR/local/etc.)
• Interviews (Site Coordinator/Site Director/Federal Programs Coordinator)

○ Yes

○ No

● **N/A**

18. Has the grantee developed a sustainability plan to ensure long-term commitment of resources and are sustainability funds maintained in keeping with sound accounting practices, and clearly differentiated from all other funding sources?

[**]Unless every child is on scholarship or the school is 100% free and reduced. If program charging a nominal fee, must be according to a sliding scale.

• Copy of comprehensive, detailed sustainability plan - this can be from the application copy in the sustainability section of the grant application
• Narrative about how tuition is charged and deposited into the sustainability account[**]
• List of all partners and the services they provide
• List of all volunteers and the services they provide
• Copy of detailed monthly sustainability income report
• Copy of detailed monthly sustainability expenditure report
• Copies of additional grants
• District/Local School Financial Statement related to additional donations

○ Yes

○ No

● **N/A**

19. Does the 21st CCLC program partner with local agencies, schools, and organizations and make efforts to recruit and retain established collaborations?

• List of all partner/volunteers and the services they provide
• Letter of commitment/Memoranda of Understanding/Agreements (Joint Collaborative Partnerships)
• Partner Surveys
• EZ Reports: Partners and Volunteers

○ Yes

○ No

● **N/A**

20. Is there documented evidence of the hours of operation (during out-of-school hours), length and timeframe to substantiate the program is in compliance with SDE standards and the approved RFA?

• Copies of Student Registration Forms (hours of operation included on form)
• Parent Handbook (stating hours of operation)
• Staff Handbook (stating hours of operation)
• Brochures/Newsletters (stating hours of operation)
• Weekly/Monthly Schedule Form (reflecting hours of operation)

○ Yes

○ No

● **N/A**

21. Are the private schools located in the geographical attendance zones of schools served by LEAs/CBOs/FBOs involved in planning and notified of the services available under the 21st CCLC grant?

• Copies of Private School Consultation Forms with 21st CCLC as a federal option
• Private School Meeting Documentation:
- Phone log of conversations
- Memos/Emails/Letters/Invitations
- Meting Agendas/Sign In Sheets
- Copy no notification by certified mail
• Documentation of program attendance by private/home-schooled students (attendance reports)

○ Yes

○ No

● **N/A**

22. Is the Program/Project being implemented in accordance with the State approved application (RFA)?

• Review original Grant Application/Revisions

eProve diagnostics

• Continuation Applications Year 2 & 3
• Organized Documentation Filing System (Notebook/File Crate/Electronic Filing System)
• Surveys:
- Student (Completed Sample and Results Tallied)
- Teacher (Completed Sample and Results Tallied)
- Parent (Completed Sample and Results Tallied)
- Partner (Completed Sample and Results Tallied)

○ Yes

○ No

● **N/A**

23. Is the 21st CCLC program disseminating information (evaluation results, programming, partnerships, parents, and student services, etc.) to the community effectively?

• Documentation showing how evaluation results/program communications are shared with parents, stakeholders, and the community:
- Meeting Agendas/Minutes/Sign In Sheets
- Flyers/Brochures/Newsletters
- PowerPoint Presentations
- Website Posting
- Emails
• Advisory Committee Documentation:
- Schedule of Advisory Committee Meetings
- Agendas
- Sign In Sheets
- Meeting Minutes/Notes
- Meeting Announcement/Invitation to Participate
• Interviews with Advisory Committee/Site Coordinator/Site Director

○ Yes

○ No

● **N/A**

24a. Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance.(2 CFR §200.80) Is there documented evidence that program income is being generated?

• Quarterly Program Income Form
• Bank Financials
• Purchase Invoices
• Monthly Bank Statements
• Expenditures Reports
• Other Documentation to Support Collection

○ Yes

○ No

● **N/A**

24b. Program Income is the gross income earned by the non-Federal entity that is directly generated by a supported activity or earned as a result of the Federal award during the period of performance.(2 CFR §200.80) Program Income generated **without written prior approval from the Department** must be deducted from the funds awarded under the Federal grant. (2 CFR §200.307(b))

• Bank Financials
• Purchase Invoices
• Monthly Bank Statements
• Expenditures Reports
• Other Documentation to Support Collection

○ Yes
○ No
● **N/A**

O. Title V, Part B - Rural, Low-Income School Program-Federal Programs (Section 6221)

1. Does the LEA include all equipment purchased with Title V funds in its inventory?

● **Yes**
○ No
○ N/A

2. Are teachers whose salaries are paid from these funds fully certified in the subject/area in which they teach?

• Teacher Certification

○ Yes
○ No
● **N/A**

3. Are all contracts and agreements for products and services made in accordance with applicable federal and state regulations and audit guidelines?

• Contracts, if applicable

○ Yes
○ No
● **N/A**

4. Do all paraprofessionals funded with Title V, Part B meet the requirements for paraprofessionals?

○ Yes
○ No
● **N/A**

COMMENTS

Lanett City does not have any personnel funded with Title V, Part B funds.

P. Title VI, Part A-Indian Education (Section 6101-6305)

Indian Education Program. Does the LEA administer an Indian Education program? If yes, respond to the following questions 1-3. If no, mark N/A to the following questions and proceed to the next section.

1a. Did the LEA: Use the maximum thirty-one day period of time for conducting student count?

Section 6118(g)(1)

• Indian Education Coordinator: What are your designated counting dates?

- ○ Yes
- ○ No
- ● **N/A**

1b. Did the LEA: Have a completed form for each child on file at the time the count was conducted?

Section 6117(a)

- ○ Yes
- ○ No
- ● **N/A**

1c. Did the LEA: Provide documentation that any student enrolled in the count is an Indian?

Section 6117(a-b)

- ○ Yes
- ○ No
- ● **N/A**

1d. Did the LEA: Sustain a student count? (ED 506 and school enrollment documentation maintained for three years)

- ○ Yes
- ○ No
- ● **N/A**

1e. Did the LEA: Provide documentation that each child included was enrolled during the count period?

Section 6117(a-b)

○ Yes

○ No

● **N/A**

1f. Did the LEA: Submit a copy of the application to the SDE?

Section 6117

• Indian Education Application

○ Yes

○ No

● **N/A**

2. Does the LEA implement Parent Committee bylaw requirements?

Section 6111

• Indian Education Coordinator: Discuss the Parent Committee bylaw requirements
• List of committee members
• Meeting agenda and sign-in sheet

○ Yes

○ No

● **N/A**

3. Are appropriate measures of student performance conducted?

Section 6111

• Indian Education Coordinator: How do you measure student performance?

○ Yes

○ No

● **N/A**

Q. Title IX, Part A-Homeless Education (Section 9101)

1. Does the LEA have a policy of immediately enrolling homeless students regardless of residential status and pending receipt of required records?

Section 9101

• Review LEA Policy.

● **Yes**

○ No

○   N/A

COMMENTS

Please see attached local board policies regarding students experiencing homelessness and enrollment.

ATTACHMENTS

Attachment Name

📄 Enrollment Policy: Homeless

📄 Homeless Policy

2. Does the LEA have a board approved dispute resolution policy regarding the enrollment of homeless children and youth and does the LEA track pre-dispute inquiries concerning barriers to enrollment?

• Review LEA Policy.
• Discuss process LEA has in place for the prompt resolution of disputes, such as, phone logs, notes, or e-mail messages.
• Dispute Resolution Policy

● **Yes**

○   No

○   N/A

COMMENTS

Please see attached policy regarding homeless students; dispute resolution procedure is included. To date, Lanett City has not had any disputes involving homeless students.

ATTACHMENTS

Attachment Name

📄 Homeless Plan and Procedures

📄 Homeless Policy and Dispute Resolution

3. Is there evidence that the applicable homeless LEA policy and supporting procedures are communicated systematically to all school and LEA personnel?

• Interview: Federal Programs Coordinator, Homeless Liaison, Principal(s).
• Agenda, Sign-in sheets, emails.

● **Yes**

○   No

○   N/A

COMMENTS

Training on enrollment procedures is conducted annually for all staff members during back-to-school professional development. Please see the attached PowerPoint slides and sign-in sheets from the 2019 training.

ATTACHMENTS

Attachment Name

📄 Enrollment Training 19-20

4. Does the LEA have a procedure for disseminating information about programs for homeless children and youth?

• Interview.
• Brochures/pamphlets.
• Dissemination procedures

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Annual awareness training is conducted for all staff members at the beginning of each school year. Posters are displayed in each school. Teachers were given the attached informational handout handout this year.

ATTACHMENTS

Attachment Name

📄 Homeless -- Teacher Handout

📄 Homeless Procedures

📄 Homeless Training 2019

5. Does the LEA ensure that homeless children and youth including preschool aged children are identified by school personnel and through coordination activities with other entities and agencies?

Section 9102(2)(A)

• Documentation of identification procedures.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Homeless children and youth may be identified through several means. Occasionally, a parent advises school staff of a homeless situation upon enrollment or when an adverse event occurs. At times, a student may disclose a homeless situation to the school counselor or other trusted staff member. All staff members are trained on appropriate procedures, including referral to district's Federal Programs Coordinator/Homeless Liaison. Finally, a Residency Questionnaire is included with each registration packet. Those forms are collected by school personnel and sent to the Federal Programs Coordinator/Homeless Liaison for review and screening of any potential homeless situations.

ATTACHMENTS

Attachment Name

📄 Homeless Plan

6. Does the LEA conduct on-going needs assessment of the homeless program?

Section 9103(d)(2)

• Summary of needs assessment

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached homeless program needs assessment for FY20.

ATTACHMENTS

Attachment Name

📄 Homeless Needs Assessment

7. Does the LEA conduct outreach and collaborate with community agencies to provide and/or improve services for homeless children and youth?

Section 9102(2)(A)

• Procedural guidelines.
• Documentation of outreach efforts.
• Collaborative trainings/meetings.

- **● Yes**
- ○ No
- ○ N/A

COMMENTS

Lanett City enjoys positive working relationships with a number of local social service agencies. (A list of current community partners is attached.) In addition, we collaborate as needed with neighboring school systems (Troup County, GA and Chambers County, AL) on needs such as transportation and transfer of records.

ATTACHMENTS

Attachment Name

📄 Homeless Procedures and Plan

📄 Resource and Referral List

8. 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?

Section 9102(c)(5)

• LEA Professional Development Plan.
• CIP.
• Sign-in sheets/record/agendas of professional development activities.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Training to increase awareness of homelessness and related issues is provided annually to all district staff. Please see attached PowerPoint slides, sign-in sheets, and informational handout from the current school year.

ATTACHMENTS

Attachment Name

📄 Homeless -- Informational Handout

📄 Homeless Training 19-20

9. Does the LEA maintain a current list in INOW of homeless children and youth enrolled in theschools of the LEA at the preschool, elementary, and secondary levels?

• Copy of student list from INOW.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not have any identified homeless students enrolled at this time. When students are identified, they are designated with the appropriate check box in INOW so that school counselors and the Homeless Liaison can monitor services.

10. 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?

• 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?
1. What data do you use and who do you consult in formulating this amount?

- **Yes**
○ No
○ N/A

COMMENTS

Lanett City has three schools, all of which operate Title I Schoolwide programs. Therefore, any homeless students within the district are automatically eligible to receive the benefits of existing Title I programming. Needs such as uniforms, school supplies, or hygiene supplies are typically provided through community donations. The number of Lanett City students identified as homeless is typically very small, so we have always been able to meet needs without drawing on the Title I set aside amount. Therefore, we opted to set aside a nominal amount of $500 in the event that a major need occurred that could not be met with existing resources.

ATTACHMENTS

Attachment Name

📄 Budget Planning Sign-In Sheets FY20

11. 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?

• Interview: Federal Programs Coordinator and/or Homeless Liaison.
1. What type of Title I services do these students receive?
2. How do you document these services?

- **Yes**
○ No
○ N/A

COMMENTS

Because each school in the Lanett City system operates a Title I Schoolwide program, homeless children and youth are automatically provided services under Title I.

12a. Does the LEA inform parents of homeless children and youth of educational and other resources that are available to their children, such as: Referrals of homeless children and youth for medical, dental, mental health, and other support services?

Section 9102(A)(6)

• Interview: Federal Programs Coordinator and/or Homeless Liaison.
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?

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Lanett City has excellent working relationships with many community resources. Please see the attached, detailed list for the current year. Referrals and parent information are handled on a case-by-case basis, with the school counselors, principals, and Federal Programs Coordinator/Homeless Liaison assisting as needed. The Federal Programs Coordinator/Homeless Liaison maintains notes at the Central Office.

ATTACHMENTS

Attachment Name

📄 Referrals and Resources 19-20

12b. Does the LEA inform parents of homeless children and youth of educational and other resources that are available to their children, such as: Student service programs related to violence prevention and behavioral counseling?

Section 9102(A)(6)

• Interview: Federal Programs Coordinator and/or Homeless Liaison.
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?

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Lanett City has excellent working relationships with many community resources. Please see the attached, detailed list for the current year. Referrals and parent information are handled on a case-

by-case basis, with the school counselors, principals, and Federal Programs Coordinator/ Homeless Liaison assisting as needed. The Federal Programs Coordinator/Homeless Liaison maintains notes at the Central Office.

ATTACHMENTS

Attachment Name

📄 Resources and Referrals 19-20

12c. Does the LEA inform parents of homeless children and youth of educational and other resources that are available to their children, such as: Programs addressing the unique needs for homeless children and youth that may arise from domestic violence?

Section 9102(A)(6)

• Interview: Federal Programs Coordinator and/or Homeless Liaison.
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?

- **Yes**
- No
- N/A

COMMENTS

Lanett City has excellent working relationships with many community resources. Please see the attached, detailed list for the current year. Referrals and parent information are handled on a case-by-case basis, with the school counselors, principals, and Federal Programs Coordinator/ Homeless Liaison assisting as needed. The Federal Programs Coordinator/Homeless Liaison maintains notes at the Central Office.

ATTACHMENTS

Attachment Name

📄 Resource List 19-20

13. Does the LEA ensure that homeless children and youth are not stigmatized and/or alienated due to their homeless status?

Section 9102(G)(J)(i)

• Interview: Federal Programs Coordinator and/or Homeless Liaison.
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 students in the school?

- **Yes**

○   No

○   N/A

COMMENTS

It is standard practice in the Lanett City district for all students to have the option to fully participate in available school programs, activities, and opportunities regardless of any special status of the student.

14. Does the LEA consider student-centered factors related to a child's or youth's best interest to keep a homeless child or youth 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?

Section 9102(B)(3)(A)(i)

• 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?

●   **Yes**

○   No

○   N/A

COMMENTS

The Federal Programs Coordinator/Homeless Liaison serves as the primary point of contact for parents of homeless students, particularly when best interest determinations and/or transportation questions arise. The Coordinator speaks with parents and attempts to collaboratively reach decisions that are in the best interests of the child and agreeable to everyone involved. Best interest and transportation decisions are made on a case-by-case basis. Some options that have been utilized for transportation in previous situations include a variation of an existing Lanett City bus route, a gas card to assist with parent transportation, and collaborating with a neighboring district to assist with bus transportation.

15. 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?

Section 9102(4)(A)

• Interview: Homeless Liaison.
1. How are the services determined and provided?

●   **Yes**

○   No

○   N/A

COMMENTS

Homeless students have access to the same educational services available to all Lanett City students, such as RTI, tutoring, 504 Plans (if eligible), and special education services (if eligible).

16. Does the LEA with a McKinney-Vento Competitive Grant use activities authorized under the McKinney-Vento Act? (16 activities)

Section 9103(G)

• Interview Homeless Liaison
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

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not receive any funding through a McKinney-Vento Competitive Grant.

R. SIG Transformation Model: Developing and Increasing Teacher and School Leader Effectiveness

1. Is there evidence that the LEA is using the school improvement funds specifically to improve student achievement in accordance with the SDE 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)

• Interviews
• Review LEA/ school plan for alignment with expenditures

- ○ Yes
- ○ No
- ● **N/A**

2. Has the LEA replaced the principal who led the school prior to commencement of the transformation model?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews

○ Yes

○ No

● **N/A**

3a. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Will be used for continual improvement of instruction and meaningfully differentiate at least three performance levels?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Educate Alabama data for teachers
• Lead Alabama data for principal

○ Yes

○ No

● **N/A**

3b. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Uses multiple valid measures in determining performance levels including, as a significant factor, data on student growth (the change in student achievement for an individual student between two or more points in time) for all students (including English learners and students with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teacher portfolios, and student and parent surveys?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• System for utilizing multiple data points, such as student growth data, observation data and parent and student surveys, to ascertain performance levels

○ Yes

○ No

● **N/A**

3c. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Evaluate teachers and principals on a regular basis?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Evaluation schedule for teachers and principal

○ Yes

○ No

● **N/A**

3d. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Provide clear, timely, and useful feedback, including feedback that identifies needs and guides professional development and will be used to inform personnel decisions?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Observation data
• Example of alignment of feedback/results and professional development plans
• Example of feedback informing personnel decisions

○ Yes

○ No

● **N/A**

3e. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Has the LEA used the teacher and principal evaluation and support system described in above to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Evidence of reward system

○ Yes

○ No

● **N/A**

3f. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Has the LEA implemented such strategies 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 students in the school, taking into consideration the results from the teacher and principal evaluation and support system described above?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Teacher and principal evaluation results

○ Yes

○ No

● **N/A**

S. SIG Transformation Model: Comprehensive Instructional Reform Strategies

1. 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?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Alignment of LEA/school instructional program with ALCOS

○ Yes

○ No

● **N/A**

2. Does the LEA promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Examples of formative, interim, summative assessments and how documents are used to adjust instruction

○ Yes

○ No

● **N/A**

3. Does the LEA provide staff 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) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Schedule of PD activities offered by LEA aligned to ALCOS
• Attendance sheets for professional development sessions offered to all teachers in SIG schools

○ Yes

○ No

● **N/A**

T. SIG Transformation Model: Increasing Learning Time and Creating Community-Oriented Schools

1. Does the LEA require the transformation schools to establish schedules and strategies that provide increased learning time (meaning a longer school day, week, or year schedule to significantly increase the total number of school hours for a) Instruction in one or more core academic subjects, including English, reading or language

arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; 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; and c) Teachers to collaborate, plan, and engage in professional development within and across grades and subjects)?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• School schedules provided for previous and present school year

- ○ Yes
- ○ No
- ● **N/A**

2. Does the LEA provide ongoing mechanisms for family and community engagement?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews

- ○ Yes
- ○ No
- ● **N/A**

3. Does the LEA give the transformation 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?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews

- ○ Yes
- ○ No
- ● **N/A**

U. SIG Transformation Model: Providing Operational Flexibility and Sustained Support

1. Does the LEA ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the ALSDE, or a designated external lead partner organization (such as a school turnaround organization or an EMO)?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Examples of support

○ Yes

○ No

● **N/A**

V. SIG Turnaround Model

1. Is there evidence that the LEA is using the school improvement funds specifically to improve student achievement in accordance with the SDE 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)

• Interviews
• Review LEA/ school plan for alignment with expenditures

○ Yes

○ No

● **N/A**

2. Has the LEA replaced the principal who led the school prior to commencement of the turnaround model and granted the principal operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully each element of the model?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews

○ Yes

○ No

● **N/A**

3. 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?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• Copy of locally adopted competencies

○ Yes

○ No

● **N/A**

4. Is there evidence that the LEA implements such strategies 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 the turnaround school?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews

    ○   Yes

    ○   No

    ●   **N/A**

5. Is there evidence that the LEA provides staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• Schedule of PD activities offered by LEA aligned to ALCOS
• Attendance sheets for professional development sessions offered to all teachers in SIG schools

    ○   Yes

    ○   No

    ●   **N/A**

6. 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 ALSDE, 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 ALSDE to obtain added flexibility in exchange for greater accountability?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews

    ○   Yes

    ○   No

    ●   **N/A**

7. Does the LEA ensure that the turnaround school uses 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?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• Alignment of LEA/school instructional program with ALCOS

    ○   Yes

○ No

● **N/A**

8. 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?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• Examples of formative, interim, summative assessments and how documents are used to adjust instruction

○ Yes

○ No

● **N/A**

9. Does the LEA require the transformation schools to establish schedules and strategies that provide increased learning time (meaning a longer school day, week, or year schedule to significantly increase the total number of school hours for a) instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; 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; and c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects)?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• School schedules provided for previous and present school year

○ Yes

○ No

● **N/A**

10. Does the LEA provide appropriate social-emotional and community-oriented services and supports for students?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• List of available services

○ Yes

○ No

● **N/A**

W. SIG Evidence-Based Whole-School Reform Model

1. Is there evidence that the LEA is using the school improvement funds specifically to improve student achievement in accordance with the SDE 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)

• Interviews
• Review LEA/ school plan for alignment with expenditures

- ○ Yes
- ○ No
- ● **N/A**

2a. Has the LEA implemented the evidence-based whole-school reform model as designed in order to: Improve student academic achievement or attainment and be implemented for all students in a school?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• Copy of study

- ○ Yes
- ○ No
- ● **N/A**

2b. Has the LEA implemented the evidence-based whole-school reform model as designed in order to: Address, at a minimum and in a comprehensive and coordinated manner, each of the following: i) School leadership; ii) Teaching and learning in at least one full academic content area; iii) Student non-academic support; and iv) family and community engagement?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews

- ○ Yes
- ○ No
- ● **N/A**

3. Can the LEA demonstrate that the evidence-based whole-school reform model is implemented in partnership with a whole-school reform model developer (defined as an entity that: a)Maintains proprietary rights for model; or b) If no entity or individual maintains proprietary rights for the model, has a demonstrated record of success in implementing a whole-school reform model (as defined in 168B, and is selected through a rigorous review process that includes a determination that the entity or individual is likely to produce strong results for the school)?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews

○ Yes

○ No

● **N/A**

4a. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Will be used for continual improvement of instruction and meaningfully differentiate at least three performance levels?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews

○ Yes

○ No

● **N/A**

4b. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Use multiple valid measures in determining performance levels including, as a significant factor, data on student growth (as defined in these requirements) for all students including English learners and student with disabilities), and other measures of professional practice (which may be gathered through multiple formats and sources), such as observations based on rigorous teacher performance standards, teachers portfolios, and student and parent surveys?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• System for utilizing multiple data points, such as student growth data, observation data and parent and student surveys to ascertain performance levels

○ Yes

○ No

● **N/A**

4c. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Evaluate teachers and principals on a regular basis?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Evaluation schedule for teachers and principals

○ Yes

○ No

● **N/A**

4d. Has the LEA implemented rigorous, transparent and equitable evaluation systems for teachers and principals designed and developed with teacher and principal involvement that: Provide clear, timely and useful feedback, including feedback that identified needs and guides professional development and will be used to inform personnel decisions?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Observation data
• Example of alignment of feedback/results and professional development plans
• Example of feedback informing personnel decisions

- ○ Yes
- ○ No
- ● **N/A**

5. 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?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Examples of formative, interim, summative assessments and how documents are used to adjust instruction

- ○ Yes
- ○ No
- ● **N/A**

6. Does the LEA provide staff ongoing, high-quality, job-embedded professional development such as coaching and mentoring (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to implement successfully school reform strategies?

Final Requirements for School Improvement Grants, Federal Register 2/9/2015, I.A.2.d

• Interviews
• Schedule of PD activities offered by LEA aligned to instructional program
• Attendance sheets for professional development sessions offered to all teachers in SIG schools

- ○ Yes
- ○ No
- ● **N/A**

7. Does the LEA require the evidence-based whole-school reform school to establish schedules and strategies that provide increased learning time (meaning a longer school day, week, or year schedule to significantly increase the total number of school hours for a) instruction in one or more core academic subjects, including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography; 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; and c) teachers to collaborate, plan, and engage in professional development within and across grades and subjects)?

Final Requirements for School Improvement Grants, Federal Register, 2/9/2015, I.A.2.d

• Interviews
• School schedules provided for previous and present school year

○ Yes

○ No

● **N/A**

Career Technical Education

The Career/Technical Education Continuous Improvement System is a compliance review designed to (1) support practices that improve educational results, (2) provide technical assistance in the identification of and correction of noncompliance; and (3) provide technical assistance to support improvement. This model also supports efforts to improve student growth and achievement, increase graduation rate, align with business and industry needs, and increase the number of student graduating from high school that are college and career ready and prepared to compete in our global society.

A. Career Technical Education

1. Are labor market analysis, employment statistics, and opportunities to collaborate with other agencies used in the process of establishing new programs, maintaining current programs, or terminating existing programs?

Provide a brief narrative that addresses:
Form 14 (program offerings). Workforce Data (Fastest Growing, high paying, etc.). LEA Quarterly Workforce Indicators. Alabama Department of Labor

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Although we are a small system, we offer many programs for our students. Our current programs include Human Services, Business Management, and JROTC. According to the most recent Workforce Data, Lanett offers ten of the forty high demand occupations for 2010-2020. When combined with our partnership with Chambers County Career Tech Center, the number of occupations jumps to twenty-six. Our JROTC program places great emphasis on preparing our students with soft skills that are applicable for all careers.

ATTACHMENTS

Attachment Name

📄 Program Offerings Document

📄 Region 8 Workforce Data

📄 Workforce Data

2. Does employment potential exist for each career cluster in the system?

Provide a brief narrative that addresses:
Form 14 (program offerings). Workforce Data (Fastest Growing, high paying, etc.). LEA Quarterly Workforce Indicators. Alabama Department of Labor

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Lanett offers the following clusters: Human Services; Business, Management and Administration; and Government and Public Administration. Employment potential does exist for all three career clusters offered in our system. This is shown in the fact that ten out of the forty high demand occupations for our area fall under our program clusters.

3. Are programs meeting the community employment needs?

Provide a brief narrative that addresses:
Form 14 (program offerings). Workforce Data (Fastest Growing, high paying, etc.). LEA Quarterly Workforce Indicators. Alabama Department of Labor

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Our Advisory Committee utilizes the workforce data along with their knowledge of the community to ensure that our programs meet the needs of our area. The committee feels that the current cluster offerings are the best fit for our area.

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

1. Do all administrators, counselors, and teachers meet all state certification requirements?

LEA CTE Personnel (LEA Form 14) and:
Valid and appropriate Alabama approved certificates. Technical Education Occupational Approval Letters showing in-field compliance.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Certificates

2. Did new administrator attend the New Administrator Academy within the first year of being appointed?

Attendance validation through STIPD (Print-out of STIPD History Sheet).

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 New Administrator Academy

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

1a. Office of Civil Rights (OCR) Requirements: Do policies, procedures, and documentation exist for the selection of participants that ensure equal access to all programs?

Examples of Policy Manuals, Handbooks, Brochures, Publications, Promotional Materials for each program offering: Job Application Forms; and 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.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Business Brochure (2)

📄 Business Brochure 1

📄 FBLA Brochure p1.

📄 FBLA Brochure p2

📄 FCCLA Membership Application

📄 FCS documents

📄 FCS Program Brochure

📄 JROTC Brochure

1b. Office of Civil Rights (OCR) Requirements: Have all required materials been reviewed to eliminate gender bias and to ensure compliance with Title IX?

Examples of Policy Manuals, Handbooks, Brochures, Publications, Promotional Materials for each program offering: Job Application Forms. and 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.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Business Brochure (2)

- 📄 Business Brochure 1
- 📄 FBLA Brochure p1.
- 📄 FBLA Brochure p2
- 📄 FCCLA Membership Application
- 📄 FCS documents
- 📄 FCS Program Brochure
- 📄 JROTC Brochure

1c. Office of Civil Rights (OCR) Requirements: 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?

Examples of Policy Manuals, Handbooks, Brochures, Publications, Promotional Materials for each program offering: Job Application Forms. and 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.

- **● Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

- 📄 Business Brochure (2)
- 📄 Business Brochure 1
- 📄 FBLA Brochure p1.
- 📄 FBLA Brochure p2
- 📄 FCCLA Membership Application
- 📄 FCS documents
- 📄 FCS Program Brochure
- 📄 JROTC Brochure

1d. Office of Civil Rights (OCR) Requirements: Is there evidence that application forms and materials do not request information about marital, parental, or disability status?

Examples of Policy Manuals, Handbooks, Brochures, Publications, Promotional Materials for each program offering: Job Application Forms. and 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.

- **● Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Business Brochure (2)

📄 Business Brochure 1

📄 FBLA Brochure p1.

📄 FBLA Brochure p2

📄 FCCLA Membership Application

📄 FCS documents

📄 FCS Program Brochure

📄 JROTC Brochure

2. Does the LEA have a plan, if necessary, to ensure parity between the enrollments of disabled and disadvantaged students in career and technical education and the general population?

SDE files. OCR statistical information.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Our department does not discriminate against any individual. All students are accepted into our programs. Please see our system OCR statistical information.

ATTACHMENTS

Attachment Name

⊞ OCR Statistical Information.

D. Advisory Council-AAC 290-6-1-.06; Perkins IV

1. Does the membership of the system level Advisory Council consist of a minimum of seven (7) persons of which at least five (5) must be business and industry persons and one (1) must be a student officer representing a student organization in the system and at least one (1) additional person with interest in the career and technical education (educators, former students, administrators, government officials, etc.)?

Roster of members with categories of membership outlined to show that the council is broadly based and includes all of the required categories.

- ● **Yes**
- ○ No
- ○ N/A

eProve diagnostics

ATTACHMENTS

Attachment Name

📄 Advisory Council Roster

2. Does at least 51% of the council convene at least two (2) times a year and:
- Have written operation guidelines?
- Provide counsel, assistance, and information from the community served by the career tech programs?
- Approve a Program of Work that includes time lines, activities, long-and short-range goals, objectives, and council member responsibilities improvement?
- Implement the Program of Work?

Written operation guidelines. Current year Program of Work. Minutes from at least two (2) meetings within the last 12 months. Evidence that the Program of Work has been implemented.

- **Yes**
- No
- N/A

COMMENTS

Effective summer of 2019, we have partnered with the Chambers County School District with the goal of operating one advisory committee. Students from Lanett City Schools have the option of attending the Chambers County Career Tech Center while Chambers County students participate in JROTC at Lanett. It is our belief that we need to take an active role in participating in the advisement of all programs that our students are a part of, hence our decision to join in with Chambers County. In previous years, each program housed at Lanett High School had its own advisory committee. The Chambers County Career Technical Center advisement meetings are actually coordinated in conjunction with the Central AlabamaWorks! Regional Workforce Development Council meetings.

ATTACHMENTS

Attachment Name

📄 Advisory Council Roster

📄 Advisory Guidelines

📄 Career Coach Monthly Report

📄 Chambers County and Lanett City Schools ADVISORY MTG MINUTES 6.26.19

📄 Chambers County and Lanett City Schools ADVISORY MTG MINUTES 9.26.18.

📄 District Advisory Committee POW

3. Is the name, business address, occupation/job title or student's school and home address documented for each council member?

Roster of membership with required information.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Advisory Council Roster

E. Allocation of Funds/Financial Accountability-AAC 290-6-1-.08, Code of Alabama; Perkins IV

1. Do the LEA plans and funding applications support only allowable expenditures with no evidence of supplanting?

eGap. Local Program Application and Accountability Plans.

- **Yes**
- ○ No
- ○ N/A

2. Are federal funds being used for the sole purpose of supporting career and technical education activities as approved in the local application and there are no supplanting issues at this point in time?

SDE files of approved plans. Daily Schedules and/or time Sheet with certification of percent of time.

- **Yes**
- ○ No
- ○ N/A

3. Are state funds that are allocated for local CTE administration budgeted appropriately?

LEA Budget files. LEA Form 4/10/13.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Form 4-10-13

4. Are state funds that are allocated for local CTE counselor budgeted and expended appropriately?

Budget files. LEA Form 4/10/13.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Form 4-10-13

F. Equipment (Inventory)-AAC 290-6-1-.10; Education Department General Administrative Regulations (EDGAR)

1. Does the LEA meet the state maintenance of effort with state funds expended for CTE? ('94-'95 standards; new systems use MOE for amount per student from system from which they evolved.

Documentation from CSFO that details all State funds budgeted for CTE by program codes 3500, 3600, 3700, and 3800. (This includes salaries)

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 MOE Funds

📄 State funds budgeted for CTE by program codes - 3800

2a. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: equipment required to meet program goals as outlined in each program's equipment list?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

⊞ BMA CTE classroom inventory 2019 CARLISLE-

⊞ CTE Classroom Inventory (Room 110) JROTC

⊞ FCS (CTE) classroom inventory 2019

📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf

📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19

⊞ Sgt, Staples CTE classroom inventory 2019 - JROTC

2b. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: serial numbers and/or asset numbers, if applicable?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

⊞ BMA CTE classroom inventory 2019 CARLISLE-

⊞ CTE Classroom Inventory (Room 110) JROTC

⊞ FCS (CTE) classroom inventory 2019

📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf

📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19

⊞ Sgt, Staples CTE classroom inventory 2019 - JROTC

2c. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: approximate value?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

⊞ BMA CTE classroom inventory 2019 CARLISLE-

⊞ CTE Classroom Inventory (Room 110) JROTC

⊞ FCS (CTE) classroom inventory 2019

📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf

📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19

⊞ Sgt, Staples CTE classroom inventory 2019 - JROTC

2d. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: condition?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

⊞ BMA CTE classroom inventory 2019 CARLISLE-

⊞ CTE Classroom Inventory (Room 110) JROTC

⊞ FCS (CTE) classroom inventory 2019

📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf

📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19

⊞ Sgt, Staples CTE classroom inventory 2019 - JROTC

2e. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: quantity?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

⊞ BMA CTE classroom inventory 2019 CARLISLE-

⊞ CTE Classroom Inventory (Room 110) JROTC

⊞ FCS (CTE) classroom inventory 2019

📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf

📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19

⊞ Sgt, Staples CTE classroom inventory 2019 - JROTC

2f. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: year purchased?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

- ⊞ BMA CTE classroom inventory 2019 CARLISLE-
- ⊞ CTE Classroom Inventory (Room 110) JROTC
- ⊞ FCS (CTE) classroom inventory 2019
- 📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf
- 📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19
- ⊞ Sgt, Staples CTE classroom inventory 2019 - JROTC

2g. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: site license number for software, if applicable?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- Yes
- No
- **N/A**

2h. Is there an inventory system used to account for software, tools, and equipment which contains all of the following: funding source (S-state; F-federal)?

CTE Inventory List of software, tools, and equipment for all programs including categories a-h. Observations of Inventory.

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

- ⊞ BMA CTE classroom inventory 2019 CARLISLE-
- ⊞ CTE Classroom Inventory (Room 110) JROTC
- 📄 Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf

eProve diagnostics

📄 Room 128 Tech Inventory (District Asset Inventory List) 5.21.19

3. Has equipment from CTE programs that have closed within the past three years been disposed of according to the Education Department General Administrative Regulations (EDGAR)?

LEA Form 9. Copy of inventory from closed program. Documentation signed from CSFO that inventory has been disclosed of according to the Education Regulations. Observations.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

We have not had any programs to close within the past decade. Therefore, this factor does not apply to our system at this time.

ATTACHMENTS

Attachment Name

📄 LEA Form 9.

4. Has CTE equipment that was replaced been disposed of according to EDGAR?

Copy of inventory of replaced property. Documentation signed from CSFO that inventory has been disclosed of according to EDGAR. Observations.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

The equipment that we have replaced recently all had a unit acquisition cost of less than $1,000. However, when in doubt about the disposal of equipment, we can always check the EDGAR requirements for disposal of career/technical equipment.

5. 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?

Maintenance procedures for all programs. Replacement schedule for each individual program.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Each department is unique in their preventative maintenance requirements. The primary responsible party for preventative maintenance is the individual teacher and their students. The various programs have their own time table of maintenance events. When issues come up, the teacher is responsible for reporting needed repairs to the maintenance department. Maintenance request forms are located in the main office of our school. Maintenance and replacement is very important for the education of our children. Please see the attached board policy on maintenance and repairs. Also included is the individual plan from each department. You will also see our LEA form 14 to show that all programs have their required equipment.

ATTACHMENTS

Attachment Name

📄 Business Maintenance Schedule

📄 FCS Preventative Maintenance Schedule

📄 JROTC Maintenance Procedures

6. Is there a systematic schedule for replacement used to maintain up-to-date equipment, software, and tools?

Maintenance procedures for all programs. Replacement schedule for each individual program.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Business Program - Replacement Schedule

📄 FCS Replacement Schedule

📄 JROTC Replacement Schedule

7. Is there a five-year proposed schedule for each program which addresses the proposed funding source?

Five-year proposed schedule for each program.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Business Program - Replacement Schedule

📄 FCS Replacement Schedule

eProve diagnostics

📄 JROTC Replacement Schedule

8. Does the replacement schedule address when required equipment, software, and/or tools ($300 or more-not consumables) will be updated, replaced, discarded, or repaired?

Five-year proposed schedule for each program.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Business Program - Replacement Schedule

📄 FCS Replacement Schedule

📄 JROTC Replacement Schedule

G. Facility Review/Safety-AAC 290-6-1-.04; -10; OCR Guidelines

1. Does the CTE Administrator or his/her designee annually conduct an on-site review of program facilities that include the following:
- date within past 12 months;
- process for correcting needs;
- reviewer's signature?

Completed program facilities review for all programs.

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

2a. Does the program area facility review indicate that the safety signs have been checked?

Completed program facilities review for all programs. Observations. Maintenance Records.

- **Yes**
- ○ No

○   N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

2b. Does the program area facility review indicate that the plumbing has been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- **Yes**
○   No
○   N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

2c. Does the program area facility review indicate that the lighting has been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- **Yes**
○   No
○   N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

2d. Does the program area facility review indicate that the heating/cooling have been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- **Yes**

- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

- 📄 2 JROTC Facility Review.
- 📄 Business Facility Review.
- 📄 FCS Facility Review.

2e. Does the program area facility review indicate that the ventilation has been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

- 📄 2 JROTC Facility Review.
- 📄 Business Facility Review.
- 📄 FCS Facility Review.

2f. Does the program area facility review indicate that the organization and cleanliness have been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

- 📄 2 JROTC Facility Review.
- 📄 Business Facility Review.
- 📄 FCS Facility Review.

2g. Does the program area facility review indicate that the handicapped access has been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

2h. Does the program area facility review indicate that the electrical receptacles have been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

2i. Does the program area facility review indicate that the doors and windows have been checked?

Completed Program Facilities Review for all programs. Observations. Maintenance Records.

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 2 JROTC Facility Review.

📄 Business Facility Review.

📄 FCS Facility Review.

H. Policies and Procedures-AAC 290-6-1-.04; OCR Guidelines

1. Are persons collecting or using career tech data receiving instructions for handling confidential information under the Family Education rights and Privacy Act (FERPA) and the Protective Right Amendment?

Written Board Policy approved by the local board within the past three years, or signed minutes from board meeting demonstrating that the policy was reviewed and accepted as written.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Several evidence items have been uploaded including the agenda from the board meeting held on December 17, 2019, which reflects that the LCS Data Governance and Use policy was reviewed. The Data Governance and Use policy was accepted as written with no revisions needed. Official meeting minutes will not be signed until they have been recommended and approved at the January 13, 2020 board meeting.

ATTACHMENTS

Attachment Name

📄 Board Meeting Agenda 12.17.19

📄 Data Confidentiality Agreement

📄 District Data Governance Guidelines

📄 LCS District Data Governance and Use Policy

📄 Signed Student Confidentiality Agreement - SAMPLES

2. Is there a policy approved by the local board of education which addresses a systemic method of managing live work, work request/orders, approval for where and from whom work may be conducted, school liability, financial procedures and restrictions on live work?

Written Board Policy approved by the local board within the past three years, or signed minutes from board meeting demonstrating that the policy was reviewed and accepted as written.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

The Live Work in CTE Programs Policy has been uploaded. The policy was accepted as written with no revisions at the December 17, 2019. Official meeting minutes will not be signed and available until they have been recommended and approved at the January 13, 2020 board meeting.

ATTACHMENTS

Attachment Name

📄 Live Work in CTE Programs Policy

3. Is there a policy approved by the local board of education to address safety in the system's career and technical education program?

Written Board Policy approved by the local board within the past three years, or signed minutes from board meeting demonstrating that the policy was reviewed and accepted as written.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

The Safety in CTE Programs Policy has been uploaded. The policy was accepted as written with no revisions at the December 17, 2019. Official meeting minutes will not be signed and available until they have been recommended and approved at the January 13, 2020 board meeting.

ATTACHMENTS

Attachment Name

📄 Safety in CTE Classes Policy

4. Is there a cooperative education policy approved by the local board of education to address decision-making and to establish protocol for solving problems at the workplace and at school?

Written Board Policy approved by the local board within the past three years, or signed minutes from board meeting demonstrating that the policy was reviewed and accepted as written.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

The Career Technical Cooperative Education Policy has been uploaded. The policy was accepted as written with no revisions at the December 17, 2019. Official meeting minutes will not be signed and available until they have been recommended and approved at the January 13, 2020 board meeting.Currently, we do not facilitate a COOP Program but the policy is in place if we were to decide to re-implement a program in the future.

ATTACHMENTS

Attachment Name

📄 CAREER TECHNICAL COOPERATIVE EDUCATION POLICY

5. Is there evidence that the cooperative education coordinator has participated in the mandatory 1-hour professional development requirement on state and federal child labor law guidelines?

Certificate of Attendance or other acceptable documentation.

○ Yes

○ No

● **N/A**

COMMENTS

Currently, we do not facilitate a COOP Program but the policy is in place if we were to decide to re-implement a program in the future.

I. Policies and Procedures-AAC 290-6-1-.04; OCR Guidelines

1. Is there evidence of comprehensive guidance plan implementation that is utilized for all students?

LEA Comprehensive Counseling and Guidance Plan containing career guidance and counseling to support career and technical education programs. Guidance plan monthly calendar.

● **Yes**

○ No

○ N/A

ATTACHMENTS

Attachment Name

📄 Counselors' Calendars 19-20

📄 LEA Counseling Guidance Plan 19-20

📄 LHS Counseling Guidance Plan 19-20

📄 LJHS Counseling Guidance Plan 19-20.

📄 WOLE Counseling Guidance Plan

2. Does each school's Comprehensive Counseling and Guidance Plan contain career guidance and counseling to support career and technical education programs?

LEA Comprehensive Counseling and Guidance Plan containing career guidance and counseling to support career and technical education programs.

● **Yes**

○ No

○ N/A

ATTACHMENTS

Attachment Name

PDF Counselors' Calendars 19-20

PDF LEA Counseling Guidance Plan 19-20

PDF LHS Counseling Guidance Plan 19-20

PDF LJHS Counseling Guidance Plan 19-20.

PDF WOLE Counseling Guidance Plan

Counseling and Guidance

Monitoring of the comprehensive school counseling and guidance program is a vital element in determining the effectiveness of the school program. The school counseling and guidance program monitoring process provides a means for enhancing and improving the school counseling program and demonstrating accountability to ensure that all students are college and career ready.

A. Comprehensive Counseling and Guidance Model for Alabama Public Schools, Bulletin 2003, No. 89

Foundation

1. Has each LEA ensured that counselors at each school have developed and implemented a comprehensive counseling and guidance program with certified counselors that ensures that every student achieves the minimum counseling competencies at each appropriate grade level?

• Copy of LEA comprehensive counseling and guidance plan which contains career guidance and counseling to support career and technical education programs.
• One system-level acknowledgement that each school's comprehensive counseling and guidance plan is updated annually, and a copy is on file at each local school and with system-level administration.

- **Yes**
- No

COMMENTS

Please see attached documentation.

ATTACHMENTS

Attachment Name

📄 Counseling and Guidance: Plans Description

📄 LEA Counseling and Guidance Plan 19-20

2. Has each LEA ensured that counselors at each school have implemented a comprehensive counseling and guidance program that ensures equal access and appropriate placement of students by utilizing test data and other available information?

• Interviews/Observation

- **Yes**
- No

3. Has each LEA ensured that counselors at each school understand and adhere to the ethical guidelines and standards for school counselors?

• One system-level acknowledgement of the ethical guidelines and standards for school counselors must be signed and dated by school counselor and administrator yearly.

- **Yes**

○　No

COMMENTS

Please see attached acknowledgements.

ATTACHMENTS

Attachment Name

📄　Counseling -- Ethics

Management

4. Has each LEA ensured that counselors at each school have created an annual agreement and is signed by the school counselor and supervising administrator within the first two months of school which provides rationale for use of time based on data and goals, the roles and responsibilities of the school counselor, and areas identified for school counselor professional development?

• Annual Agreement for each school counselor and is developed and signed by school counselor and school administrator for the current school year.

- ●　**Yes**
- ○　No

COMMENTS

Please see attached annual agreement for elementary school counselor. Secondary-level agreements will be available for review on-site.

ATTACHMENTS

Attachment Name

📄　Counselor Annual Agreement Elementary

5. Has each LEA ensured that counselors at each school have developed and followed a calendar of activities and implemented a planned sequential program where counselors spend 80% of their time providing services through the four required program components: school guidance curriculum, individual student planning, responsive services, and system support?

• Use of time assessment results
• School Counselors' schedules
• Copy of yearly and monthly calendar of counseling and guidance activities which demonstrate individual, small group, and large group counseling activities.

- ●　**Yes**
- ○　No

COMMENTS

Please see attached documentation for school counselors Dunn (elementary) and Odom (secondary).

ATTACHMENTS

Attachment Name

📄 Counseling Calendar -- Secondary

📄 Counseling Daily Activities -- Secondary

📄 Counseling Schedule and Calendar -- Elementary

📄 Counseling Use of Time -- Elementary

📄 Counseling Use of Time -- Secondary

6. Has each LEA established a system-wide Counseling and Guidance Advisory Council?

• List of members for LEA Counseling and Guidance Advisory Council, which includes stakeholder representation from education, business/industry, community, and mental health partners.
• Meeting agendas and minutes/outcomes of LEA Counseling and Guidance Advisory Council meetings.
• Grade-level and cluster-specific activities are included in each meeting (Elementary, Middle School/Junior High, High School, and K-12).

- ○ Yes
- ● **No**

COMMENTS

The LEA plans to establish a district-level LEA Counseling and Guidance Advisory Council in the spring semester of the 2019-2020 school year. Several community stakeholder representatives have been identified as potential members, including personnel from East Alabama Mental Health, Circle of Care Center for Families, and Southern Union State Community College.

7. Has each LEA ensured that counselors at each school have collected and disaggregated results data measuring behaviors (such as graduation rates, attendance, behavior, academic achievement, data over time)?

• Interviews

- ● **Yes**
- ○ No

Delivery

8. Has each LEA ensured that counselors at each school have provided information to students, parents, and staff regarding the school counseling and guidance program? Consulted with students, parents, teachers, other educators, and community agencies regarding strategies to help students achieve personal and academic advancement?

• One system-level Community Resource List

• Copies of school-level documentation of parental involvement activities and highlight the role of the school counselor, services offered, and referral procedures

• Interviews

- **Yes**
- No

COMMENTS

Please see attached documentation.

ATTACHMENTS

Attachment Name

📄 Counselor Parental Involvement -- Elementary

📄 Counselor Parental Involvement -- Secondary

📄 Resource and Referral List 19-20

9. Has each LEA ensured that counselors at each school have assisted in early identification of students at-risk of school failure and facilitated in the delivery of preventive and intervening services? Is there a systematic and consistent provision for the referral of students who exhibit barriers to learning?

• One system-level acknowledgement that documents the role of school counselor(s) as a key member of the school RTI Team

• Interviews

- **Yes**
- No

COMMENTS

Please see attached documentation.

ATTACHMENTS

Attachment Name

📄 Counseling -- RTI

10. Has each LEA ensured that counselors at each school have provided adequate resources for instruction and delivery of guidance services? Provided easily accessible and adequate facilities? Coordinated guidance services with all aspects of the school program?

• Observation

• Interviews

- **Yes**
- ○ No

11. Has each LEA ensured that counselors at each school have provided guidance to students in the development and annual revision of a high school four-year educational plan and an educational/career plan? (The personal education plan of study shall be approved in writing by the parent(s) or guardian(s) and become part of the student's overall educational/career plan.)

• Copies of school-approved four-year education plans of study with approval signatures of parent(s) or guardian(s)

- **Yes**
- ○ No

COMMENTS

Copies of signed, school-approved four-year plans are available for on-site review with the secondary counselor.

Accountability

12. Has each LEA ensured that counselors at each school have provided equal access, systemic evaluations, and follow-up studies to determine program revisions and promote awareness of the program?

• Counseling and Guidance Program Needs Assessment results
• One system-level acknowledgement that documents completion of Program Audit from previous school year by Counseling Coordinator and School Administrator and copies are on file with the system-level administration
• Results and Follow-up data

- **Yes**
- ○ No

COMMENTS

Please see attached Program Audit and Program Evaluations.

ATTACHMENTS

Attachment Name

📄 Counseling Program Audit 18-19

📄 Counseling Program Evaluations 19-20

Transcript Audit

Effective instruction and meaningful accountability require fair and accurate student performance data. The objective and emphasis during the transcript audit process are to identify practices, either at individual schools or across school systems, that warrant policy clarification and systems improvements. It is, additionally, an objective of the audit process to bring attention to and clarify academic policies, documentation requirements and internal controls around student data, both for the leaders within school systems and for the leaders within ALSDE that support these Alabama public schools.

A. Transcript Audit

1. Is there evidence that members of the Counseling and School Leadership Team monitor transcripts for student planning and academic progress?

• Diploma Requirement/Credit Checklist for <u>all</u> students are on file.
• Certification of graduation candidates is documented with the school administrator's signature annually.

- **Yes**
- ○ No

COMMENTS

The high school counselor uses a Diploma Requirement/Credit Checklist for all students. Also, each spring during student registration, students review their transcripts against diploma requirements during the registration process to aid in selecting courses for the upcoming school year. The high school principal reviews the list of graduation candidates and signs cumulative folders to certify graduation.

2. Is there evidence to support that the student and parent(s) are counseled during academic planning sessions?

• Log/Agenda of parent/student meetings regarding course selection.
• Transcript review with parent, counselor, and student signatures.

- **Yes**
- ○ No

COMMENTS

Parents are informed of the dates for student registration via means such as robo calls and the school calendar. Efforts are made to have parents sign four-year plans. The high school counselor is available for parent/student conferences upon request.

3. Does local school board policy reflect the Alabama High School Diploma graduation requirements?

(Alabama Administrative Code 290-3-1-02(8) and (8)(a))

• Copy of local school board policy

- **Yes**
- ○ No

COMMENTS

eProve diagnostics

Please see attached documentation.

ATTACHMENTS

Attachment Name

📄 Board Policy: Graduation Requirements

📄 LHS Handbook: Graduation Requirements

4. Are there policies and/or procedures which address grading practices and accurate reporting of student grades?

• Copy of local school board policies which address grading scales and local school procedures which address grade reporting.
• Copy of procedures and documentation used for addressing grading/transcript reporting errors.

- **Yes**
- ○ No

COMMENTS

Please see attached documentation in the form of the local board policy regarding grading, as well as related pages from the district and school handbooks. In terms of routine grading practices, teachers review and sign grade verification sheets. Students and parents have access to grades electronically through INow. Any grade discrepancies are reported to and addressed by the individual teacher.

ATTACHMENTS

Attachment Name

📄 Board Policy: Grading

📄 Handbook pages: Grading

5. Are there local school board policies which address the calculation of class rankings and the recognition of graduation honors?

• Copy of local school board policy

- **Yes**
- ○ No

COMMENTS

Please see attached documentation in the form of the local board policy (Grading Requirement) and related pages from the LHS handbook. Class ranking reports are generated automatically in INOW. The high school staff then pull the report and compare GPAs to ensure accuracy. Graduation honors include - magna cum laude, summa cum laude, and cum laude.

ATTACHMENTS

Attachment Name

📄 Board Policy: Grading and Class Rank

📄 LHS Handbook: Class Rank and Honors

Student Academic Information

6. Do the transcripts selected for audit:
• Reflect the student's current class schedule accurately?
• Reflect credits obtained through Credit Advancement and Credit Recovery?
• Reflect students Grade Point Average (GPA) accurately?
• Adhere to local school board policies regarding the calculation of class rankings?

• Student's current schedule is printed on the transcript.
• Transcript denotes Credit Advancement and Credit Recovery classes (e.g. Credit Recovery, name of Credit Recovery Program, etc.) This should be reflected within the notes and/or term section of the transcript.
• Course recovered aligns with the originally failed course.

- ● **Yes**
- ○ No

COMMENTS

We have not yet been notified about which transcripts have been selected for review.

7. Do the audited transcripts have errors in less than 25% of the records reviewed?

NOTE: Errors include missing core/elective credits, sequencing mistakes, duplicated courses, missing graduation requirements, inaccurate calculations of GPAs, etc.

- ● **Yes**
- ○ No

COMMENTS

We have not yet been notified about which transcripts have been selected for review.

Prevention and Support

If students don't feel safe, they are not able to stay focused during classroom lessons and activities. As a result they will have more difficulties learning the skills they need for their educational future.

Because all students are entitled to a safe school learning environment, Prevention and Support Services Section scaffolds student achievement by guiding local education agencies (LEA) during the Comprehensive Monitoring process by reviewing Learning Supports, Health Services, and the Physical Safety of schools within the LEA.

A. Instruction- Accountability Reports to the Public

1. Are school safety and discipline reports made available to the public each year on a timeline specified by the Code of Alabama (1975)?

Code of Alabama (1975) §16-6B-7(a)(3) & (b)

• Documentation of process used, such as: SIR reported at school board meeting (Board Agenda), listed on the school/system report card, available at PTA meetings (Agenda), or other
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 SIR Report (Board Agenda & Minutes)

B. Discipline and Behavior Policies

1. Has the school board adopted and implemented a disciplinary code based on a model disciplinary code developed by the State Department of Education?

Code of Alabama (1975) §16-1-24.1(a), §16-28- 12(b)

• Copy of Student Code of Conduct
• Upload Student Code of Conduct in Virtual Alabama School Safety System, or eProve

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Appendix Doc from District Handbook

📄 Board Meeting Notes

📄 District Handbook - Code of Conduct

2. Has the school board adopted and implemented a written policy on student discipline and behavior?

Code of Alabama (1975) § 16-28A-3, 16-1-24.1(e)(1)

• Copy of policy
• Upload policy in Virtual Alabama School Safety System, or eProve
• Copy of Student Code of Conduct (Must be approved as a local board policy)
• Upload Student Code of Conduct in Virtual Alabama School Safety System, or eProve

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 Appendix Doc from District Handbook

📄 Board Meeting Notes

📄 District Handbook - Code of Conduct

📄 Student Conduct and Supervision Policy 5.30

3. Has the school board adopted and implemented written policies and guidelines on corporal punishment?

Code of Alabama (1975) §16-28A-1

• Copy of policy
• Upload policy in Virtual Alabama School Safety System, or eProve

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 Corporal Punishment Policy 5.30.1

4. Has the school board adopted a written policy establishing rules that allows the principal of the school, or his or her designee, to discreetly monitor the adult sex offender?

Code of Alabama (1975) §15-20A-17

• Copy of policy
• Upload policy in Virtual Alabama School Safety System, or eProve

- **Yes**

○ No

○ N/A

ATTACHMENTS

Attachment Name

📄 Sex Offenders on Campus Policy 3.41

C. Gun-Free/Tobacco - Free Schools Policies

1. Has the school board adopted and implemented a uniform policy allowing law enforcement agencies to make periodic unannounced visits to any local public school to detect the presence of illegal drugs, unannounced to anyone except the local superintendent and building principal?

Ala. Admin. Code 290-3-1-.02(1)(b)(1)

• Copy of policy
• Upload policy in Virtual Alabama School Safety System, or eProve

● **Yes**

○ No

○ N/A

ATTACHMENTS

Attachment Name

📄 Unannounced Visits by Law Enforcement Policy 5.31.3

2. Drug-Free Workplace Policy: Is there a clear statement in LEA policy that sanctions, up to and including expulsion or termination of employment and referral for prosecution, of employees who violate the Drug-Free Workplace Policy and a description of those sanctions?

Code of Alabama (1975) §16-1-24.1, §16-40A-3(4)

• Copy of policy
• Review of policy/components of policy
• Upload policy in Virtual Alabama School Safety System, or eProve

● **Yes**

○ No

○ N/A

COMMENTS

Each year, staff members receive a copy of the policy and a list of resources to be used by anyone that may be struggling with addiction. Staff members are required to sign and submit an "Acknowledgement of Receipt" to the central office. -Sample forms are attached.

ATTACHMENTS

Attachment Name

📄 Drug Free Workplace Policy 6.72

📄 LCS Policy Information on the Drug-Free Workplace Act of 1988 SIGNED

📄 LCS Policy Information on the Drug-Free Workplace Act of 1988 SIGNED2

3. Has the school board adopted and implemented a uniform policy prohibiting all persons from using tobacco products on school property and/or at school sponsored events and prescribing specific penalties for all students and all school personnel who violate this policy?

Ala. Admin. Code 290-3-1-.02(1)(b)(2)

• Copy of policy that includes specific penalties for students and all personnel
• Upload policy in Virtual Alabama School Safety System, or eProve

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 District Handbook CODE OF CONDUCT

📄 Tobacco Use in System Facilities Policy 3.45

4. Has the school board adopted and implemented a uniform policy prohibiting all persons, other than authorized law enforcement personnel, and qualified school security personnel from bringing or possessing any deadly weapon or dangerous instruments on school property and prescribing specific penalties for all students and all school personnel who violate this policy, notwithstanding any criminal penalties which may also be imposed?

Ala. Admin. Code 290-3-1-.02(1)(b)(3), Code of Alabama (1975)§13A-11-72; §16-1-44.1

• Copy of policy
• Upload policy in Virtual Alabama School Safety System, or eProve
• Upload Copies of qualifying certificates, or a letter from the Chief of Police/Sheriff verifying SRO's and/or qualified school security personnel's certification (must hold current certifications in all 4 qualifications) in Virtual Alabama School Safety System, or eProve
1. Certified by the Alabama Peace Officer's Standards and Training Commission as a law enforcement officer whose certification is in good standing and;
2. Has successfully completed active shooter training approved by the Alabama State Law Enforcement Agency and;
3. Has completed and passed the annual firearm requalification required of law enforcement officers by the Alabama Peace Officer's Standards and Training Commission and;
4. Has completed training in non-lethal weapons usage and must carry a non-lethal weapon.

- **Yes**

○   No

○   N/A

ATTACHMENTS

Attachment Name

📄 Deadly Weapons Policy 5.32

📄 Qualifying Certificates for SRO

📄 SRO Letter from Chief of Police

5. Gun-Free Schools Act
Does the system have a policy to provide for a gun-free environment in effect requiring the expulsion from school for a period of not less than one calendar year, and referral to the criminal justice or juvenile delinquency system of any student who is determined to have brought a firearm to school? This policy may allow the chief administrating officer of the agency to modify such expulsion requirement for a student on a case-by-case basis.

Code of Alabama (1975)§16-1-24.3(a)(c)

• Copy of policy
• Upload policy in Virtual Alabama School Safety System, or eProve

●   **Yes**

○   No

○   N/A

ATTACHMENTS

Attachment Name

📄 Deadly Weapons Policy 5.32

D. Cyber Bullying - Jamari Terrell Williams Act

1. Has the local board established a policy in compliance with the Cyber Bullying-Jamari Terrell Williams Act, and does the local board have in place a clearly defined procedure for a student, or the parent or guardian of the affected student, to report Bullying on a form authorized by the local board of education?

Act No. 2018-472; HB366

• Copy of Bullying policy
• Copy of Bullying Form
• Upload policy in Virtual Alabama School Safety System, or eProve

●   **Yes**

○   No

○   N/A

ATTACHMENTS

Attachment Name

📄 Jamari Terrell Williams Student Bullying Policy 5.28

📄 Student Bullying Complaint Form

2. Is there sufficient evidence to show the implementation of a comprehensive program of violence prevention that is, at a minimum, designed to promote a school environment that is free of bullying, intimidation, violence, and threats of violence?

Act No. 2018-472; HB366

• Documentation of a comprehensive SDFSC program
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 AU Wellness Fair

📄 Circle of Care Program Student Presentations LETTER

📄 Circle of Care Relationship Smarts

📄 Counseling Guidance Plan 19-20

📄 Counselors' Calendars 2019-2020

📄 Lance - Second Step Curriculum Bullying Prevention Unit Scope and Sequence

📄 Lance Comprehensive Program- Second Step Curriculum

📄 Lance Elementary Counseling and Guidance Plan

📄 Lanett High Counseling Guidance Plan

📄 LCS District Handbook CODE OF CONDUCT

📄 LHS Character Ed Schedule Fall 2019

📄 LJH Counseling Guidance Plan

📄 Second Step SEL Scope and Sequence

3. Does each school implement the standards and policies for programs in an effort to prevent student suicide as defined in **Act No. 2018-472; HB366?**

• Description of program procedures
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**

○ No

○ N/A

ATTACHMENTS

Attachment Name

📄 Lance - Second Step Curriculum Bullying Prevention Unit Scope and Sequence

📄 LHS I1b Suicide Prevention Sign

📄 LJH Teacher Sign In SUICIDE PREVENTION

📄 Suicide Prevention- Jason Flatt Act

E. Drug Free - Learning Environments

1a. Is there sufficient evidence to show the implementation of comprehensive programs of drug, alcohol, and tobacco abuse prevention that is, at a minimum, designed for **Code of Alabama (1975); §16-41-2, §16-41-3 and §16-41-7**:
All students and employees including appropriate activities?

Code of Alabama (1975) §16-41-3, §16-41-4

• Documentation of a comprehensive SDFSC programs for students and employees
• Upload documentation in Virtual Alabama School Safety System, or eProve

● **Yes**

○ No

○ N/A

ATTACHMENTS

Attachment Name

📄 Lance Comprehensive Program- Second Step Curriculum

📄 LJH - Drug, Alcohol, Tobacco Awareness Assembly with photo

📄 LJH Drug Prevention and Awareness Week Activities

🖼 LJH Pledge to Be Drug Free photo

📄 LJH Slideshow sample Drug Awareness Presentation

1b. Is there sufficient evidence to show the implementation of comprehensive programs of drug, alcohol, and tobacco abuse prevention that is, at a minimum, designed for **Code of Alabama (1975); §16-41-2, §16-41-3 and §16-41-7**: Teaches the adverse and dangerous effects of drugs on the human mind and body?

Code of Alabama (1975) §16-41-3

• Documentation of a comprehensive SDFSC program.
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 Lance Comprehensive Program- Second Step Curriculum

📄 LJH - Drug, Alcohol, Tobacco Awareness Assembly with photo

📄 LJH Drug Prevention and Awareness Week Activities

🖼 LJH Pledge to Be Drug Free photo

📄 LJH Slideshow sample Drug Awareness Presentation

2a. 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: 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?

Code of Alabama (1975) §16-40A-3 and §16-41-2 and 3

• Written documentations
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 Lance Comprehensive Program- Second Step Curriculum

📄 LJH - Drug, Alcohol, Tobacco Awareness Assembly with photo

📄 LJH Drug Prevention and Awareness Week Activities

🖼 LJH Pledge to Be Drug Free photo

📄 LJH Slideshow sample Drug Awareness Presentation

2b. 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: Conveying to students the use of illicit drugs and the unlawful possession and use of alcohol are wrong and harmful?

Code of Alabama (1975) §16-40A-3 and §16-41-2

• Written documentations
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- ○ No
- ○ N/A

<u>ATTACHMENTS</u>

Attachment Name

📄 Lance Comprehensive Program- Second Step Curriculum

📄 LJH - Drug, Alcohol, Tobacco Awareness Assembly with photo

📄 LJH Drug Prevention and Awareness Week Activities

🖼 LJH Pledge to Be Drug Free photo

📄 LJH Slideshow sample Drug Awareness Presentation

3. Is there evidence of the inclusion and involvement of other professionally and occupationally qualified individuals?

Code of Alabama (1975) §16-41-3

• Documentation of voluntary services of persons from the professions of clergy, education, medicine, law enforcement, social services and such other professionally and occupationally qualified individuals.
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- ○ No
- ○ N/A

<u>ATTACHMENTS</u>

Attachment Name

📄 Auburn University- Wellness Fair

📄 Circle of Care Relationship Smarts Doc

📄 Lance Comprehensive Program- Second Step Curriculum

📄 LCS Resource and Referral List

📄 LJH Circle of Care Program letter

F. Alternative Education Programs

1. Do local school systems which operate alternative educational programs provide a curriculum that stresses skills in recognizing and managing anger, alternatives to aggression (verbal and physical assault), strategies for developing self-control and personal responsibility, skills for getting along with others, success through academic achievement, and skills for success in the workplace?

Ala. Admin. Code 290-3-1-.02(1)(c)

- Interviews, lesson plans, curriculum guides, schedules
- Upload documentation in Virtual Alabama School Safety System, or eProve

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Character Building Assignments (Instructions).

📄 Character Building Journal Activity Instructions.

📄 Character Ed Packet Instructions

📄 Character Ed Report Instructions

📄 Good Character Presentation Instructions.

📄 LCS ISS and Alternative School Program Description and Guidelines

G. Erin's Law - Child Sexual Abuse

1a. Is there sufficient evidence to show the implementation of comprehensive programs of sexual abuse prevention that is, at a minimum, designed for: All students including appropriate activities?

Act 2015-456, HB 197

- Documentation of a comprehensive sexual abuse program
- Upload documentation in Virtual Alabama School Safety System, or eProve

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Lance Elementary School Guidance Program COMPREHENSIVE PROGRAM

📄 LHS Circle of Care RS+ nov. 2019

📄 LJH Erin's Law Documentation

📄 Second Step Child Protection Unit_Scope_and_Sequence

1b. Is there sufficient evidence to show the implementation of comprehensive programs of sexual abuse prevention that is, at a minimum, designed for: All employees including appropriate activities?

Act 2015-456, HB 197

- Documentation of a comprehensive sexual abuse program
- Upload documentation in Virtual Alabama School Safety System, or eProve

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Erin's Law PD Sign In Sheets

📄 LCS Staff PD Schedule.

H. Title IV, Part A - Students Support and Academic Enrichment

1a. Is there sufficient evidence to show activities that 1) provide all students with access to a well-rounded education; 2) mprove school conditions for students learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students: Are all students included in appropriate activities?

ESSA Section 4101

- Documentation of activites based on funding amounts less than or greater than $30,000
- Upload documentation in eGAP and supporting documentation of activities implemented

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Title IV Advisory Committee FY20

📄 Title IV Assurances FY20

📄 Title IV Budget Details FY20

📄 Title IV Goals and Objectives FY20

📄 Title IV Needs Assessment FY20

1b. Is there sufficient evidence to show activities that 1) provide all students with access to a well-rounded education; 2) mprove school conditions for students learning; and 3) improve the use of technology in order to improve the academic achievement and digital literacy of all students: Does fiscal spending match activities?

ESSA Section 4101

- Upload a copy of ther eGAP budget and fiscal spending report

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Title IV Advisory Committee FY20

📄 Title IV Assurances FY20

📄 Title IV Budget Details FY20

📄 Title IV Goals and Objectives FY20

📄 Title IV Needs Assessment FY20

I. Jason Flatt Act - Suicide Prevention

1a. Is there sufficient evidence to show the implementation of comprehensive programs of suicide prevention that is, at a minimum, designed for: All students including appropriate activities?

Act 2016-310, SB11

• Documentation of a comprehensive sexual abuse program
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 LHS Circle of Care RS+ nov. 2019

📄 LJH Erin's Law Documentation

📄 Second Step Child Protection Unit_Scope_and_Sequence

📄 Suicide Prevention- Jason Flatt Act (Policy)

📄 WOLE School Guidance Program COMPREHENSIVE PROGRAM

1b. Is there sufficient evidence to show the implementation of comprehensive programs of suicide prevention that is, at a minimum, designed for: All employees including appropriate activities?

Act 2016-310, SB11

• Documentation of a comprehensive sexual abuse program
• Upload documentation in Virtual Alabama School Safety System, or eProve

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 Bullying Prevention PD Sign In Sheets

📄 LCS Staff PD Schedule.

📄 LHS Suicide Prevention Sign In

📄 LJH Teacher Sign In SUICIDE PREVENTION - Staff Training

📄 Suicide Prevention- Jason Flatt Act (Policy)

J. Discipline and Behavior Policies

1a. Is the policy on student discipline and behavior disseminated to all school personnel, teachers, parents, guardians, others and students as follows: Annually to all?

Code of Alabama (1975) §16-28-12(b)

• Signature of students, parents and/or guardian or documentation of efforts made to obtain all parental, guardian or other signatures
• Upload a signed form of a student that began on the first day of school from each school in the system in Virtual Alabama School Safety System (Central Office)
• Upload a signed form of a student that began after the first day of school from each school in the system in Virtual Alabama School Safety System (Central Office)

- **Yes**
- No
- N/A

COMMENTS

Documents uploaded to nSide

1b. Is the policy on student discipline and behavior disseminated to all school personnel, teachers, parents, guardians, others and students as follows: As new students enroll during the school year?

Code of Alabama (1975) §16-1-24.1(e)(1)

• Signature of students, parents and/or guardian or documentation of efforts made to obtain all parental, guardian or other signatures
• Upload a signed form of a student that began on the first day of school from each school in the system in Virtual Alabama School Safety System (Central Office)
• Upload a signed form of a student that began after the first day of school from each school in the system in

Virtual Alabama School Safety System (Central Office)

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Documents uploaded to nSide

K. State Board of Education Mandatory Safety Regulations, Policies, and Actions

1. Are monthly emergency drills held as per **Code of Alabama (1975) §36-19-10, §16-1-44(e)(g)**, State Fire Marshal Regulation (SFM Reg.) 482-2-102-.01(c)?

• Documentation of fire drills, severe weather drills (One during September, October, or November, and one during January, February, or March), and biannual Code Red drills (Within the first six-weeks of first semester and first six-weeks of second semesters) date, time, duration, and initialed
• Virtual Alabama School Safety System on the Annual Multi-Drill and Training Report

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Recorded in nSide - Annual Multi-Drill and Training Reports

2. Has each principal held an annual training for school employees and volunteers, who have significant contact with students, regarding school safety drills and procedures, mandatory reporting of known or suspected child abuse or neglect, local board policies to prevent and report bullying, Erin's Law Sexual abuse prevention, and Jason Flatt Act- Suicide awareness prevention?

Code of Alabama (1975) §16-1-44(g), §26-14-3, and §16-28B-8(11); Act 2015-456, HB197, Act 2016-310, SB11, Code of Alabama (1975) §16-28B-8

• Documentation of annual trainings to include date, time, duration, and initialed
• School safety drills and procedures
• Mandatory reporting of known or suspected child abuse or neglect
• Board Policies on prevent and report bullying
• Erin's Law on Sexual abuse prevention
• Jason Flatt Act- Suicide awareness prevention
• Virtual Alabama School Safety System on the Annual Multi-Drill and Training Report

- **Yes**
- ○ No
- ○ N/A

eProve diagnostics

COMMENTS

Recorded in nSide - Annual Multi-Drill and Training ReportsSchool Safety Drill Protocol uploaded to nSide and eProveCopies of Board Policies uploaded to nSide and eProveTraining documentation uploaded to nSide and eProve

ATTACHMENTS

Attachment Name

- 📄 Four Tier Alert System
- 📄 Jamari Terrell Williams Student Bullying Policy
- 📄 LCS Erin's Law Staff PD Sign In Sheets.
- 📄 LCS Staff PD Schedule
- 📄 LHS Staff - Suicide Prevention Sign In
- 📄 LJH Staff Sign In SUICIDE PREVENTION
- 📄 Staff Bullying Prevention PD Sign In Sheets
- 📄 Suicide Prevention- Jason Flatt Act POLICY

3. Has each school conducted an annual school safety audit?

Code of Alabama (1975) §16-1-44(2)

• Documentation of annual school safety audit to include date, time, and initialed
• Virtual Alabama School Safety System on the Annual Multi-Drill and Training Report

- ● **Yes**
- ○ No
- ○ N/A

4. Has each school conducted an annual school safety plan review?

Code of Alabama (1975) §16-1-44(c)(1)

• Documentation of annual school safety audit to include date, time, and initialed
• Virtual Alabama School Safety System on the Annual Multi-Drill and Training Report

- ● **Yes**
- ○ No
- ○ N/A

5. Are all schools in your school system operating with a School EOP Core Planning Team and a written School Emergency Operations Plan (EOP)?

Code of Alabama (1975) §16-1-44(a)(1)(3)

• Documentation in Virtual Alabama School Safety System (VAS3) of a School EOP Core Planning Team
• Copy of School EOP plan in Virtual Alabama School Safety System (VAS3)

- **Yes**
- ○ No
- ○ N/A

6. Are fire extinguishers properly located, properly charged and properly tagged?

Code of Alabama (1975), §36-19-2(3), §36-19-11, (SFM Reg.) 482-2-102-.01(e)

• Visual observation to including science labs, hallways, and buildings set apart

- **Yes**
- ○ No
- ○ N/A

7. Are fire escape and safe-place diagrams posted in all rooms that house students?

SFM Reg. 482-2-102.01(d)

• Visual observation

- **Yes**
- ○ No
- ○ N/A

8. Do all doors that are used for exits open to the outside, unlocked during school hours to allow for emergency egress, and the panic hardware on exit doors is in proper working order and free from any locking devices?

Code of Alabama (1975) §36-19-10, §16-1-44(e), SFM Reg. 482-2-102.01(g); NFPA 101 Chapter 7.2.1.7.3

• 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

- **Yes**
- ○ No
- ○ N/A

9. Are all flammables stored properly?

Code of Alabama (1975), §36-19-2(2), §36-19-11,SFM Reg. 482-2-102.01(b)

• Visual observation
• Lab chemicals, oil base paint, paint thinner, gasoline, gasoline powered equipment, etc.

- **Yes**
- ○ No
- ○ N/A

10. Are outside fire escapes present for buildings with 2 or more stories (for buildings without fireproof stairs)?

SFM Reg. 482-2-102.01(a)

• Visual observation

- ○ Yes
- ○ No
- **N/A**

11. Are all portable buildings anchored?

Code of Alabama (1975) §24-5-32

• Visual observation including storage buildings that do not house students

- **Yes**
- ○ No
- ○ N/A

Educator Certification

Each person who serves as a teacher or in an instructional support personnel position in the public schools of the State is required to hold a valid Alabama certificate as prescribed in Alabama Code §16-23-1(1975). Proper certification is defined as having a valid Alabama certificate in the teaching field(s) and/or area(s) of instructional support in which the person is assigned throughout the school day. The current edition of the Subject and Personnel Codes of the Alabama State Department of Education is updated annually and is used to determine whether a person holds proper certification for his or her assignments through the school day.

Employees who have unsupervised access to children in an educational environment are required to have completed a criminal history background check through the Alabama State Bureau of Investigation (ASBI) and the Federal Bureau of Investigation (FBI) pursuant to Act 2002-457.

During the Comprehensive Monitoring process, the Educator Certification Section will review the Schedules Application, which includes schedules and financial data reported by the LEA, of randomly selected individuals to check for compliance.

A. Educator Certification and Preparation

1. Does each individual who serves as a teacher or in an instructional support personnel position in the LEA hold a valid Alabama certificate?

- **Yes**
- ○ No
- ○ N/A

2. Does the system assign educators so that they are properly certified in the teaching field(s) and/or area(s) of instructional support throughout the school day?

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Through careful recruitment and hiring practices, Lanett City attempts to maintain the usual status of all teachers being fully qualified and properly certified. Standard practice for Lanett City Schools is to recruit and hire only teachers who are properly certified. Currently, we have 1 special ed teacher to be considered out of field.

3. Does the LEA ensure that all employees who have unsupervised access to children have completed a criminal history background check by both the ASBI and FBI through the Alabama State Department of Education?

- **Yes**
- ○ No
- ○ N/A

Technology

The Educational Technology (Ed. Tech) section monitors school systems to ensure that they are utilizing technology in a productive manner which enhances student achievement. Expertise is provided in making sure federal and state guidelines are followed. Compliance Monitoring allows us to observe that the Alabama Digital Literacy and Computer Science Course of Study is being taught in grades K-12, that all online requirements for graduation are being met, and the system technology plan is in compliance with the state technology requirements.

A. Technology Plan

1. Is there an approved LEA technology plan on file with the ALSDE for the previous or current school year? (Some LEA's may submit a 2018-2019 technology approval letter if you are monitored prior to November 15, 2019.)

(Alabama Administrative Code 29-1-4-.01. HB248, Act No. 2005-173. State Board of Education resolution #G.2.i.)

• Plan is uploaded to ASSIST from the 2018-2019 school year or current plan uploaded to eProve Diagnostic
• Evidence of current year tech plan status

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

We have entered our District and individual schools' technology plans into eProve Diagnostic for 2019-2020 school. The plans have been locked, and we are waiting for our technology approval letter for this year.

ATTACHMENTS

Attachment Name

⊞ LCS Technology Goals 2019-2020

🅿 LCS Technology Plan 2019-2020

🖾 Status of 2019-2020 Tech Plan Completed & Locked

2. 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?

(Alabama Administrative Code 29-1-4-.01. HB248, Act No. 2005-173. State Board of Education resolution #G.2.i.)

• Dated minutes of meetings, agendas, and sign in sheet of committee members
• List of tech committee members and job titles (including community stakeholders)
• Tech Plan received on time
• Tech Plan Approval letter from the State Department

- ● **Yes**

○   No

○   N/A

COMMENTS

I am still awaiting to receive Tech Plan Approval Letter from State Department. The plan was locked and Devlynne Barnes was contacted on November 15th of the plans completion. I spoke with Mrs. Barnes via email and on the phone on December 17th, and she stated we should get our letter soon.

ATTACHMENTS

Attachment Name

📄 Board Approval of Technology Plans

📄 Communication within Committee

📄 LCS District Technology Team List

📄 Received Tech Plan Email

📄 Submission of Technology Plan on Time

📄 Technology Meeting-September 3rd

3. Is there evidence that the LEA has an inventory tracking system in place and has submitted inventory with tech plan to the Alabama State Department of Education (ALSDE)?

• Current inventory submitted

●   **Yes**

○   No

○   N/A

ATTACHMENTS

Attachment Name

▦ Lanett City Inventory 2019

4. Is there evidence that the LEA encourages the development and utilization of innovative and advanced strategies for the delivery of courses through the use of technology including distance learning technologies?

• ACCESS Virtual Learning Lab Schedule (Middle and High ONLY)
• Coding, Robotics, Computer Science courses offered
• 1:1 Initiative
• BYOD
• Flipped Classroom, etc.

●   **Yes**

○   No

○   N/A

COMMENTS

Our enrichment teacher use coding (code.org) with her students ranging from the elementary to secondary level. She also uses Codespace (with microbits) with her elementary students as well as Lego EV3 (which involves coding) with her STEM and enrichment classes on a regular basis. The Robotics team uses MATLAB for coding. We do not allow students to bring their own devices due to our recent Ransomware attack. Only LCS devices are connected to our network. We have roughly 170 laptops and 90 Chromebooks for LHS and LJHS student and teacher use and/or check-out. We also have two computer labs at Lanett Junior High, three computer labs at Lanett High School (including distance learning lab, career tech lab), and three labs at the elementary school. Each classroom is also equipped with desktops. When you combine the desktops with the hand-held devices, we have enough devices to be almost 1:1 at the LHS and LJHS.

ATTACHMENTS

Attachment Name

📄 Course Offerings

📄 LJHS electives & Club offerings

5. Is there documentation that the LEA has complied with the Child Internet Protection Act (CIPA)?

47 U.S.C. 254(h) and (I)

• Internet Safety Policy and AUP
• Documentation of public hearing and notices
• Documentation of educating minors about online behavior through lessons plans
• Upload example of one lesson plan from each elementary, middle, and high

● **Yes**

○   No

○   N/A

ATTACHMENTS

Attachment Name

📄 Agenda from December Board Meeting

📄 Documentation of Public Hearing Notice

📄 Elementary, Jr High, & High School Internet Safety Lesson Plan

📄 Graphic Organizer for one of the lessons

📄 LCS Internet Acceptable Use Policy-5.90

📄 LCS Student Acceptable Use

📄 Newspaper Article about December Meeting-CIPA

📄 Settings for iBoss filter

📄 Social Media Flyers

📄 Student Work Samples for Digital Footprint Lesson

6. Does the LEA implement the Tech Plan to ensure the effective use of technology to promote parental involvement, increase communication, and inform parents of the technology being applied in their child's education?

• Word document explaining the means of contact with parents (i.e., website, texts, parent meetings, newsletters, social media, etc.).

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 Communication with Parents

B. Technology Integration

1. Is there evidence that the LEA has sustained, ongoing, intensive, high-quality professional development that addresses the integration of technologies into the curriculum and instruction to create new learning environments?

• Evaluation reports of Professional Development, conference attendance (i.e. AETC, MEGA)
• Technology integration classes taught by Technology in Motion or other trainers
• Provide records of attendance, curriculum and agendas

- **Yes**
- No
- N/A

COMMENTS

The Technology Coordinator has a membership to ALET allowing her be networked with others who are knowledgeable and experienced in technology. The information gained in the ALET meetings and email threads will be used to strengthen the district's network. Members of ALET have helped me during the ransomware recovery. We generally send a few people to ALET and Mega each year. These individuals conduct turn-around training during faculty meetings and grade levels. We also sent four people to ALET and Ron Clark this year. We have professional development schedule with TIM (Technology in Motion) for January 29th & 30th for the all employees.

ATTACHMENTS

Attachment Name

📄 AETC PO

eProve diagnostics

📄 ALET Agendas

📄 ALET Drives & Webinars

📄 ALET Membership

📄 Emails with Carol from TIM

📄 Ron Clark Academy Professional Development

2. Is there documentation of progress towards achieving the goals and objectives of the tech plan, and for using advanced technology to improve student academic achievement aligned with challenging state academic content and student academic achievement standards?

• Documentation from trainings
• Lesson plans from elementary, middle and high
• School visit

○ Yes
● **No**
○ N/A

COMMENTS

We have some data to share but we are limited with documentation this question. We have honestly been so consumed trying to rebuild our technology infrastructure correctly making our firewall and devices more secure than better that is has not been our focus. We still have a handful of devices that had to be shipped off and have been returned to the user. We just finished re-imaging all laptops the last week of December. As far as providing teachers with the professional development on new Digital Literacy standards. We have made some strides but not as much as we had originally hoped during the summer. The technology coordinator gave a brief overview of the new Digital Literacy standards in August and gave each teacher a copy of their grade level's standards. Each library was also given a bound hard copy of all the new Digital Literacy standards. The plan was to have follow-up professional development in October and then again in January. However, plans changed mid-September when we were hit with Ransomware. There were several of our more tech-savvy teachers who went into implementing the new standards right off the bat. Unfortunately, we do not have access to any files that were created by these teachers or any other staff member before Ransomware. Meaning any lesson plans, digital portfolios, or student projects were all lost because all devices were wiped back to factory mode. Our emails were also wiped clean. We were not a G-Suite school district prior to Ransomware. We since have become a G-Suite school, and we heavily use Google Drive to store our important files to prevent any major loss like this in the future. We have instructed teachers to destroy of their storage devices by recommendation of the FBI to prevent the possible spread of the virus. External storage devices are banned from our district and may not be used on our technology devices to help keep our network more secure. I do have one lesson created by one of our staff members at W.O. Lance that she shared on Alex Learning Exchange. I have attached this link.I wish I could provide you we more lessons, digital portfolios, or notes from my school visit that has occurred after the Ransomware. It has been hard on teacher to implement some of the standards because we have been limited on devices. It has been a slow process to re-image the hand-held devices and load the necessary software. We could not afford to purchase additional deployment seats. We spent close to $7,000 to image desktops and did not have the enough money to purchase deployment seats for our laptops. We had hoped to have all devices returned back to our students and staff by mid to late November. However, just finished re-imaging all laptops the last week of December. Now the hand-held devices are complete, we plan to more monitoring and assisting teachers in the implementation of the new standards in their classrooms.We have professional development

scheduled with Technology in Motion focused on the new standards planned in January. We access what our next steps need to be able after our January session.

3. Is there evidence that the new 2018 Digital Literacy and Computer Science Alabama Course of Study is being implemented in the classroom?

• Lesson plans from elementary, middle and high
• Digital portfolios
• School visit

- ○ Yes
- ● **No**
- ○ N/A

COMMENTS

We have some data to share but we are limited to support evidence for this question. According to the district technology surveys, 72 percent of respondents state they use the 2008 Technology Education Standards or the 2018 Digital Literacy Standards occasionally or more often. The survey results can be found in eProve.We have honestly been so consumed trying to rebuild our technology infrastructure correctly making our firewall and devices more secure than better that is has not been our focus. We still have a handful of devices that had to be shipped off and have been returned to the user. We just finished re-imaging all laptops the last week of December. As far as providing teachers with the professional development on new Digital Literacy standards. We have made some strides but not as much as we had originally hoped during the summer. The technology coordinator gave a brief overview of the new Digital Literacy standards in August and gave each teacher a copy of their grade level's standards. Each library was also given a bound hard copy of all the new Digital Literacy standards. The plan was to have follow-up professional development in October and then again in January. However, plans changed mid-September when we were hit with Ransomware. There were several of our more tech-savvy teachers who went into implementing the new standards right off the bat. Unfortunately, we do not have access to any files that were created by these teachers or any other staff member before Ransomware. Meaning any lesson plans, digital portfolios, or student projects were all lost because all devices were wiped back to factory mode. Our emails were also wiped clean. We were not a G-Suite school district prior to Ransomware. We since have become a G-Suite school, and we heavily use Google Drive to store our important files to prevent any major loss like this in the future. We have instructed teachers to destroy of their storage devices by recommendation of the FBI to prevent the possible spread of the virus. External storage devices are banned from our district and may not be used on our technology devices to help keep our network more secure. I do have one lesson created by one of our staff members at W.O. Lance that she shared on Alex Learning Exchange. I have attached this link.I wish I could provide you we more lessons, digital portfolios, or notes from my school visit that has occurred after the Ransomware. It has been hard on teacher to implement some of the standards because we have been limited on devices. It has been a slow process to re-image the hand-held devices and load the necessary software. We could not afford to purchase additional deployment seats. We spent close to $7,000 to image desktops and did not have the enough money to purchase deployment seats for our laptops. We had hoped to have all devices returned back to our students and staff by mid to late November. However, just finished re-imaging all laptops the last week of December. Now the hand-held devices are complete, we plan to more monitoring and assisting teachers in the implementation of the new standards in their classrooms.We have professional development scheduled with Technology in Motion focused on the new standards planned in January. We access what our next steps need to be able after our January session.

ATTACHMENTS

Attachment Name

🔗 Elementary Lesson Plan

4. Is there evidence that **teachers** are prepared to integrate technology effectively into **curriculum and instruction**?

• Results from Alabama Technology surveys. (Do not upload.) Upload any additional survey information that you would like to share.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see the surveys in eProve. Only 5 of 55 respondents prefer not to use technology with only one of those respondents saying it was due to being uncomfortable with technology. Sixt-four percent of respondents say they are early adopters of new and emerging technologies. Sixty percent of respondents say they are able to attend sufficient number of professional learning sessions to integrate technologies in the classroom. Only 8 percent of respondents feel the district does not provide useful professional development in the area of effectively using digital tools in the classroom.

5. Is there evidence that progress is being made towards **teachers** achieving acceptable performance on standards-based profiles of **technology user skills**?

• Results from Alabama Technology surveys. (Do not upload.) Upload any additional survey information that you would like to share.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

We do not have any other information in addition to the Alabama Technology surveys. Our survey results are available in eProve for the current year. Results from the previous years are not longer available for comparison because they were lost in the Malware attack. I cannot compare year-to-year. However based only on the responses from this year, Section C of the survey scored a 2.34. With only 14 percent stating they rarely or never model creative and innovative thinking and inventiveness using digital resources and tools and only 28 percent saying they rarely or never teach lessons with the Digital Literacy standards.

6. Is there evidence that progress is being made towards **administrators** achieving acceptable performance on standards-based profiles of **technology user skills**?

• Results from Alabama Technology surveys. (Do not upload.) Upload any additional survey information that you

would like to share.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

We do not have any other information in addition to the Alabama Technology surveys. Our survey results are available in eProve for the current year. Results from the previous years are not longer available for comparison because they were lost in the Malware attack. I don't want to answer yes or no because I do have data to support either answer.

7. Is there documentation that students will meet the on-line course requirement for graduation?

First Choice 290-3-1-02 (8)(d)(4)

• Upload all applicable documents listed below: ACCESS Virtual Learning course rosters, Career Preparedness rosters, Rosters of any other approved courses in an LMS. (Make sure no grades or Social Security numbers appear.)

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Career Prep Roster

🔗 LHS Roster

8. Is there evidence the LEA has adopted a policy, providing at a minimum, a virtual education option for eligible students in grades 9-12 pursuant to ACT #2015-89, Section 1(a)?

• Upload written/printed documentation.

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 Virtual Learning Policy

9. Is there evidence that steps have been taken to ensure that all students and teachers have increased access to educational technology?

• Samples of student schedules showing technology training. (Make sure no grades or Social Security numbers appear.)
• List of digital textbooks (if applicable.)

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 A sample of students' from LHS and LJHS schedule

📄 List of available Digital Textbooks

10. Is there evidence that the LEA is increasing the number of technology devices to students for instruction?

• Inventory (Do not upload here. Already uploaded in question #3.)
• 1:1 Initiative
• BYOD

- **Yes**
- No
- N/A

COMMENTS

We purchased 120 new laptops and 60 new Chromebooks this year. Please see our inventory.

ATTACHMENTS

Attachment Name

📄 Technology Order from SHI

11. Is there evidence that the LEA has adopted a student records governance and use policy as required by State Board Resolution adopted October 10, 2013?

• Upload written/printed documentation.

- **Yes**
- No
- N/A

ATTACHMENTS

Attachment Name

📄 LCS Data Governance Policy

12. Is there evidence that the local school board adopted a data governance and use policy?

• Upload board approved data governance and use policy.

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 December Board Meeting Agenda

📄 LCS Data Governance and Use Policy

13. Is there evidence that the local school district developed a data governance procedure document to address physical security, access controls, possible sanctions, data quality, data exchange and reporting as defined by the data governance and use policy?

• Upload data governance procedures document.

- ● **Yes**
- ○ No
- ○ N/A

ATTACHMENTS

Attachment Name

📄 LCS Data Governance Procedures

Special Education I

As part of the Special Education Services (SES) comprehensive monitoring process, local education agencies (LEAs) are required to complete the Comprehensive Monitoring Self-Assessment Manual Part I annually in eProve^{TM}. The assurances are related to federal and state requirements regarding policies and procedures for students with disabilities. Completing the self-assessment assists the LEA in reviewing critical components of their special education program. Documentation must be maintained on-site.

All LEAs are required by SES to complete the Comprehensive Monitoring Self-Assessment (Assurances) Manuals Part I and II in eProve^{TM}.

Additionally, SES will determine compliance of the LEAs that are monitored by utilizing the desk review and/or on-site monitoring (i.e., Five-year cyclical cycle; Risk-based assessment).

A. Protection In Evaluation Procedures

1. Does the education agency conduct a full and individual initial evaluation, before the initial provision of special education and related services to a student with a disability?

AAC 290-8-9-.02 (1)(c); 34 CFR § 300.301(a)

- **Yes**
- ○ No
- ○ N/A

2. Are tests and other evaluation materials validated for the specific purpose for which they are used?

AAC 290-8-9-.02 (1)(j)(k); 34 CFR § 300.304(c)(i)(iii)

- **Yes**
- ○ No
- ○ N/A

3. Are tests and other evaluation materials selected and administered as best to ensure that when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills, except where those skills are the factors which the test purports to measure?

AAC 290-8-9-.02 (1)(p); 34 CFR § 300.304()(3)

- **Yes**
- ○ No
- ○ N/A

4. Are tests and other evaluation materials provided and administered in the student's native language or other mode of communication?

AAC 290-8-9-.02 (i)(h); 34 CFR § 300.304(c)(i)(ii)

- **Yes**
- ○ No
- ○ N/A

5. Are tests and other evaluation materials administered by trained personnel in accordance with the instructions provided by their producers that directly assists in determining the educational needs of the child?

AAC 290-8-9-.02 (1)(j); 34 CFR § 300.304(c)

- **Yes**
- ○ No
- ○ N/A

6. Are tests and other evaluation materials utilized that provide a variety of assessment tools and strategies to gather relevant functional, developmental and academic information about the child including information provided by the parent?

AAC 290-8-9-.02 (1)(1); 34 CFR § 300.304(b)(1)

- **Yes**
- ○ No
- ○ N/A

7. Are materials and procedures tailored to assess a child with limited English proficiency selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills?

AAC 290-8-9-.02 (1)(r); 34 CFR § 300.304(c)(3); .29(a)(1)

- **Yes**
- ○ No
- ○ N/A

8. Are tests and other evaluation materials tailored to assess specific areas of educational need and not merely those which are designed to provide a single intelligence quotient?

AAC 290-8-9-.02 (1)(h); 34 CFR § 300.304(c)(2)

- **Yes**
- ○ No
- ○ N/A

9. Does the education agency utilize more than a single procedure to determine whether a student has a disability and for determining appropriate educational programs?

AAC 290-8-9-.02 (1)(g)(h); 34 CFR § 300.304(c)(2)

- **Yes**
- ○ No
- ○ N/A

10. Does the education agency assess all areas related to the suspected disability, whether or not commonly linked to the disability category?

AAC 290-8-9-.02 (1)(f); 34 CFR § 300.304(c)(4)

- **Yes**
- ○ No
- ○ N/A

11. Are hearing and vision screenings provided prior to other initial evaluations?

AAC 290-8-9-.03

- **Yes**
- ○ No
- ○ N/A

12. In evaluation decisions does the education agency utilize a variety of assessment tools and strategies used to gather relevant information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate on appropriate activities)?

AAC 290-8-9-.02 (1)(l); 34 CFR § 300.304(b)(3)(c)(7)

- **Yes**
- ○ No
- ○ N/A

13. In evaluation decisions does the LEA, as part of an initial evaluation and as part of any reevaluation, utilize IEP Team including the parent?

AAC 290-8-9-.02 (1)(d); .05(3)(a); 34 CFR § 300.304(a)(b)(c)(d)

- **Yes**
- ○ No
- ○ N/A

14. In evaluation decisions does the education agency review existing evaluation, such as current classroom-based assessments and observations, data on the child including evaluations, and information provided by the parents of the child?

AAC 290-8-9-.02 (1)(d)(1); 34 CFR § 300.305(a)(1)(i-iii)

- **Yes**
- ○ No
- ○ N/A

15. In evaluation decisions does the team, on the basis of the review and input from the child's parents, identify what additional data, if any, are needed to determine if a child has a particular category of disability or whether the child continues to have such a disability?

AAC 290-8-9-.02 (1)(d)(i); 34 CFR § 300.305(a)(2)

- **Yes**
- ○ No
- ○ N/A

16. In evaluation decisions does the education agency administer tests and other evaluation materials as may be needed to produce the data needed to determine whether the child has a particular disability or continues to be a child with a disability?

AAC 290-8-9-.02 (1)(d)(2)(v); 34 CFR § 300.305(a)(c)

- **Yes**
- ○ No
- ○ N/A

17. Upon completing the administration of tests and other evaluation materials does a team of qualified professionals and the parent of the student determine whether the student has a disability?

AAC 290-8-9.04(1); 34 CFR § 300.306(a)(1); .10(c)(2)
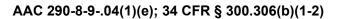
- **Yes**
- ○ No
- ○ N/A

18. Upon completing the administration of tests and other evaluation materials does the education agency provide a copy of the evaluation report and documentation of determination of eligibility to the parent?

AAC 290-8-9-.04(2)(b); 34 CFR § 300.306(a)(2)

- **Yes**
- ○ No
- ○ N/A

19. Upon completing the administration of tests and other evaluation materials does the eligibility decision include documentation that, if eligible, was not due to the student's lack of instruction in math or reading or

limited English proficiency?

AAC 290-8-9-.04(1)(e); 34 CFR § 300.306(b)(1-2)

- **Yes**
- ○ No
- ○ N/A

20. Upon completing the administration of tests and other evaluation materials does the evaluation team include the required members for a child suspected of having a specific learning disability?

AAC 290-8-9-.03(10)(b)(2); 34 CFR § 300.321(a)

- **Yes**
- ○ No
- ○ N/A

21. Upon completing the administration of tests and other evaluation materials does the report indicates for SLD students, that the severe discrepancy is not the result of vision, hearing or motor disabilities, intellectual disabilities, emotional disturbances, environmental, cultural or economic disadvantage or limited English proficiency?

AAC 290-8-9-.03(10)(c)(3); 34 CFR § 300.311(a)(6)

- **Yes**
- ○ No
- ○ N/A

22. Does the report indicate the child does not achieve adequately for the child's age or meet state-approved grade level standards?

AAC 290-8-9-.03(10)(a)(d)(2)(1); 34 CFR § 300.311(a)(5)(i)

- **Yes**
- ○ No
- ○ N/A

23. Are the required assessments administered to each referred student before the eligibility determination committee meeting?

AAC 290-8-9-.03; 34 CFR § 300.301(a)

- **Yes**
- ○ No
- ○ N/A

24. Does the education agency ensure that testing and evaluation materials and procedures used for the purposes of evaluation and placement of students with disabilities are selected and administered so as not to be racially or culturally discriminating?

AAC 290-8-9-.02(1)(k); 34 CFR § 300.304(c)(1)(i)

- **Yes**
- ○ No
- ○ N/A

25. Is an evaluation conducted every three years for each student with disabilities unless the parent and the education agency agree that a reevaluation is unnecessary?

AAC 290-8-9-.02(6)(c); 34 CFR § 300.303(b)(1)(2)

- **Yes**
- ○ No
- ○ N/A

26. Are reevaluations conducted not more than once a year unless the parents and the education agency agree otherwise?

AAC 290-8-9-.02(6)(c); 34 CFR § 300.303(b)(1)(2)

- **Yes**
- ○ No
- ○ N/A

27. Is parental consent obtained for reevaluation if new assessments are needed to determine continued eligibility?

AAC 290-8-9-.02(6)(e); 34 CFR § 300.300(c)(1)(i)

- **Yes**
- ○ No
- ○ N/A

28. If the determination is that no additional data is needed to determine whether the student continues to be a student with a disability, does the education agency notify the parents of the determination and the reason(s) for it and of the right of the parent to request an assessment to determine continued eligibility?

AAC 290-8-9-.02(6)(d); 34 CFR § 300.305(d)

- **Yes**
- ○ No
- ○ N/A

29. Do the persons conducting intellectual assessments meet the approved criteria?

AAC 290-8-9-.02(3)(a)

- **Yes**
- ○ No
- ○ N/A

30. Does the agency provide parents, on request, information as to where independent evaluations may be obtained?

AAC 290-8-9-.02(4)(a); 34 CFR § 300.502(a)(1)(2)

- **Yes**
- ○ No
- ○ N/A

31. Does the education agency consider parent-initiated independent evaluations in decisions regarding identification, evaluation, or placement?

AAC 290-8-9-.02(4)(e); 34 CFR § 300.502(c)(1)

- **Yes**
- ○ No
- ○ N/A

32. Does the education agency follow procedures for independent evaluations?

AAC 290-8-9-.02(4)(e); 34 CFR § 300.502

- **Yes**
- ○ No
- ○ N/A

33. Do independent evaluations meet the same criteria as education agency-initiated evaluations?

AAC 290- 8-9-.02(4)(a); 34 CFR § 300.502(e)(1)

- **Yes**
- ○ No
- ○ N/A

34. Are children with disabilities included the general State and district-wide assessment programs with appropriate accommodations and modifications in administration, if necessary?

AAC 290-8-9-.02(8); 34 CFR § 300.157

- **Yes**
- ○ No
- ○ N/A

35. Is consent obtained prior to conducting an initial evaluation?

AAC 290-8-9-.02(1)(a); 34 CFR § 300.300(a)

- **Yes**
- ○ No
- ○ N/A

B. Individualized Education Program (IEP)

1. Does each student with disabilities have an appropriate IEP developed prior to receiving services?

AAC 290-8-9-.05(2)(b); 34 CFR § 300.3231(a)

- **Yes**
- ○ No
- ○ N/A

2. Does each student with disabilities have a current IEP developed?

AAC 290-8-9-.05(2)(b); 34 CFR § 300.323(a)

- **Yes**
- ○ No
- ○ N/A

3. Does each student with disabilities have the IEP developed within thirty days of eligibility determination?

AAC 290-8-9-.05(2)(a)(b); 34 CFR § 300.101(b)(2);.323(a)

- **Yes**
- ○ No
- ○ N/A

4. Does each student with disabilities have the IEP reviewed annually?

AAC 290-8-9-.05(2)(b); 34 CFR § 300.323(a)

- **Yes**

- ○ No
- ○ N/A

5. Does each student with disabilities have the IEP implemented at the beginning of the school year?

AAC 290-8-9-.05(2)(a)(b); 34 CFR § 300.101(b)(2);.300.323(a)

- ● **Yes**
- ○ No
- ○ N/A

6. Does each student's IEP include a student profile, detailing how the student's disability affects the student's involvement and progress in the general curriculum or for preschool children as appropriate, how the disability affects the child's involvement and progress in the general education curriculum for preschool children as appropriate, how the disability affects the child's involvement?

AAC 290-8-9-.05(6)(a); 34 CFR § 300.320(a)(i)(ii)

- ● **Yes**
- ○ No
- ○ N/A

7. Does each student's IEP include a statement of measurable annual goals?

AAC 290-8-9-.05(6)(b); 34 CFR § 300.320(a)(i)()

- ● **Yes**
- ○ No
- ○ N/A

8. Does each student's IEP indicate it is written to the general education content standards; or Alabama Extended Standards for students with significant cognitive disabilities who are being assessed with the Alabama Alternate Assessment; or Developmental Standards for preschool children with disabilities?

AAC 290-8-9-.05(6)(o)

- ● **Yes**
- ○ No
- ○ N/A

9. Does each student's IEP include, if required, benchmarks enabling the student to be involved in and progress in the general curriculum?

AAC 290-8-9-.05(6)(b); 34 CFR § 300.320(a)(2)(B)(ii)

- ● **Yes**

○   No

○   N/A

10. Does each student's IEP include a statement of the special education and related services and supplementary aids and services or program modifications or supports for school personnel?

AAC 290-8 9-.05(6)(c); 34 CFR § 300.320(a)(4)

●   **Yes**

○   No

○   N/A

11. Does each student's IEP include an explanation of the extent, if any, to which the student will not participate with nondisabled students in extracurricular and nonacademic activities?

AAC 290-8-9-.05(6)(d); 34 CFR § 300.320(a)(5)

●   **Yes**

○   No

○   N/A

12. Does each student's IEP include a statement of any individual modifications in the administration of the State testing program or why that assessment is not appropriate?

AAC 290-8-9-.05(6)(e); 34 CFR § 300.320(a)(6)(i)

●   **Yes**

○   No

○   N/A

13. Does each student's IEP include a projected date for the beginning of services and modifications and the anticipated frequency, location, and duration?

AAC 290-8-9-.05(6)(f); 34 CFR § 300.320(a)(7)

●   **Yes**

○   No

○   N/A

14. Does each student's IEP include a statement of how the student's progress toward the annual goal will be measured?

AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(i)

●   **Yes**

○   No

○   N/A

15. Does each student's IEP include a statement of how the student's parents will be regularly informed of the student's progress toward annual goals?

AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(ii)

- **Yes**
○   No
○   N/A

16. Does each student's IEP include documentation of completed progress notes?

AAC 290-8-9-.05(6)(g); 34 CFR § 300.320(a)(3)(ii)

- **Yes**
○   No
○   N/A

17. Does each student's IEP include, beginning with the IEP in effect when the child is 16, and updated annually thereafter, age-appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and the transition services needed to assist the child in reaching those goals?

AAC 290-8- 9.05(6)h; 34 CFR § 300.320(7)(b)(1)(2)

- **Yes**
○   No
○   N/A

18. Does each student's IEP include, beginning not later than the IEP that will be in effect when the child reaches 18, a statement that the student has been informed of his/her rights that will transfer to the student on reaching the age of majority?

AAC 290-8-9.08(8) ;34 CFR § 300.320(7)(c)

- **Yes**
○   No
○   N/A

19. Does each student's IEP include consideration of special factors?

AAC 290-8-9-.05(6)(1); 34 CFR § 300.324(a)(2)(i-v)

- **Yes**
○   No

- ○ N/A

20. Does each student's IEP include extended school year services documentation?

AAC 290-8-9-.05(9); 34 CFR § 300.106(a)(b)

- ○ Yes
- ○ No
- ● **N/A**

21. Does the IEP and/or student's file document the involvement in each IEP meeting of the LEA representative?

AAC 290-8-9-.05(3)(d); 34 CFR § 300.321(a)(4)(i-iii)

- ● **Yes**
- ○ No
- ○ N/A

22. Does the IEP and/or student's file document the involvement in each IEP meeting of at least one special education teacher, or if appropriate, at least one special education provider?

AAC 290-8-9-.05(3)(c); 34 CFR § 300.321(a)(3)

- ● **Yes**
- ○ No
- ○ N/A

23. Does the IEP and/or student's file document the involvement in each IEP meeting of one or both parents?

AAC 290-8-9-.05(3)(a); 34 CFR § 300.321(a)(1)

- ● **Yes**
- ○ No
- ○ N/A

24. Does the IEP and/or student's file document the involvement in each IEP meeting of at least one general education teacher of the child?

AAC 290-8-9-.05(3)(b); 34 CFR § 300.321(a)(2)

- ● **Yes**
- ○ No
- ○ N/A

25. Does the IEP and/or student's file document the involvement in each IEP meeting of an individual who can interpret the instructional implications of evaluation results?

AAC 290-8-9-.05(3)(e); 34 CFR § 300.321(a)(5)

- **Yes**
- ○ No
- ○ N/A

26. Does the IEP and/or student's file document the involvement in each IEP meeting of the student, at the age when transition services are discussed, and other times when appropriate?

AAC 290-8-9-.05(3)(g); 34 CFR § 300.321(b)(1)(2)

- **Yes**
- ○ No
- ○ N/A

27. Does the IEP and/or student's file document the involvement in each IEP meeting of other individuals or agency representatives, as appropriate?

AAC 290-8-9-.05(3)(h)(i); 34 CFR § 300.321(b)(3)

- **Yes**
- ○ No
- ○ N/A

28. Is there documentation that a copy and/or access to the IEP is provided to regular/special education teacher(s) and other related service provider(s)?

AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(1)(2)

- **Yes**
- ○ No
- ○ N/A

29. Is there documentation that each teacher and provider is informed of his/her responsibilities relating to implementing the IEP?

AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(i)

- **Yes**
- ○ No
- ○ N/A

30. Is there documentation that each teacher and provider is informed of the specific accommodations, modifications, and supports that must be provided in accordance with the IEP?

AAC 290-8-9-.05(7); 34 CFR § 300.323(d)(2)(ii)

- **Yes**
- ○ No
- ○ N/A

31. Are the parents notified of the IEP meeting early enough to ensure participation?

AAC 290-8-9-.05(a); 34 CFR § 300.322(a)(1)

- **Yes**
- ○ No
- ○ N/A

32. Does the IEP notice include the purpose, time, location, anticipated participants, and inform the parents that they may bring other individuals who have special expertise regarding the child?

AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(i)

- **Yes**
- ○ No
- ○ N/A

33. For a student with a disability beginning at age 16, or younger, if appropriate, does the notice include that a purpose of the meeting will be transition and indicate that the student and other agency representatives are invited?

AAC 290-8-9-.05(b); 34 CFR § 300.322(b)(2)(i)(A)

- **Yes**
- ○ No
- ○ N/A

34. Does the education agency utilize a variety of means to involve the parent in developing the IEP?

AAC 290-8-9-.05(c); 34 CFR § 300.322(c)

- **Yes**
- ○ No
- ○ N/A

35. Does the education agency document this?
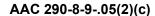
AAC 290-8-9-.05(d); 34 CFR § 300.322(d)(1)(2)(3)

- **Yes**
- ○ No
- ○ N/A

36. Does the education agency provide a copy of the IEP to the parent(s)?

AAC 290-8-9-.05(f); 34 CFR § 300.322(f)

- **Yes**
- ○ No
- ○ N/A

37. Does the education agency ensure that students with disabilities participate, as appropriate, in a variety of educational programs and services, including art, music, industrial arts, consumer and home making education, and vocational education?

AAC 290-8-9-.06(c);.07(3); 34 CFR § 300.107(a)(b); 117

- **Yes**
- ○ No
- ○ N/A

38. Does the LEA ensure the development of the IEP and the rights of students with disabilities for those students referred to and receiving special education and related services at non-LEA public facilities?

AAC 290-8-9-.10(6); 34 CFR § 300.146

- ○ Yes
- ○ No
- **N/A**

39. Does the education agency provide or arrange for nonacademic and extracurricular services?

AAC 290- 8-9-.06(2); 34 CFR § 300.107; 117

- **Yes**
- ○ No
- ○ N/A

40. Is consent obtained prior to the initial provision of special education services?

AAC 290-8-9-.04(4)(a); 34 CFR § 300.300(b)(1)

- **Yes**
- ○ No

○　N/A

41. The education agency is not in operation for at least the length of the regular school term and school day unless the IEP Team specifies a different length of time based on the individual needs of the child.

AAC 290-8-9-.05(2)(c)

- **Yes**
- ○　No
- ○　N/A

42. Is transportation provided at no cost to parents?

AAC 290-8-9-.07(8); 34 CFR § 300.34(16)

- **Yes**
- ○　No
- ○　N/A

43. Is transportation provided with modification, if necessary?

AAC 290-8-9-.07(8)(b); 34 CFR § 300.34(16)(1)(iii)

- **Yes**
- ○　No
- ○　N/A

44. Does the education agency implement the goal of full educational opportunity to all students with disabilities from birth to 21 years of age?

AAC 290-8-9-.01(a); .10; 34 CFR § 300.109; 300.111(a)(i)

- **Yes**
- ○　No
- ○　N/A

Special Education II

As part of the Special Education Services (SES) comprehensive monitoring process, local education agencies (LEAs) are required to complete the Comprehensive Monitoring Self-Assessment Manual Part I annually in eProve™. The assurances are related to federal and state requirements regarding policies and procedures for students with disabilities. Completing the self-assessment assists the LEA in reviewing critical components of their special education program. Documentation must be maintained on-site.

All LEAs are required by SES to complete the Comprehensive Monitoring Self-Assessment (Assurances) Manuals Part I and II in eProve™.

Additionally, SES will determine compliance of the LEAs that are monitored by utilizing the desk review and/or on-site monitoring (i.e., Five-year cyclical cycle; Risk-based assessment).

A. Child Find

1. Does the education agency have an on-going Child Find process?

AAC 290-8-9-.01(a)(b)(c)(d); 34 CFR § 300.111(a)(i)(c)(i)(2);109

- **Yes**
- ○ No
- ○ N/A

2. Do the education agency activities include identification of students with disabilities birth to 21?

AAC 290-8-9-.01(a); 34 CFR § 300.101(a);.301(c)(1)(i);.323(c)(1)

- **Yes**
- ○ No
- ○ N/A

3. Does the education agency have written procedures to locate, identify, and evaluate?

AAC 290-8-9-.01(a); 34 CFR § 300.111(a)(i)

- **Yes**
- ○ No
- ○ N/A

4. Is an appropriate system utilized to track the special education process?

AAC 290-8-9-.01(b); 34 CFR § 300.111(a)(ii)

- **Yes**
- ○ No
- ○ N/A

5. Does the education agency participate in transition (Part C to Part B) planning conferences arranged by the designated lead agency?

AAC 290-8-9-.01(d); 34 CFR § 300.124

- **Yes**
- ○ No
- ○ N/A

B. Private School

1. Does the education agency send written notification to private schools of available services for students with disabilities residing in the jurisdiction of the LEA?

AAC 290-8-9-.10(8); 34 CFR § 300.134

- **Yes**
- ○ No
- ○ N/A

2. For students enrolled by their parents in private schools and having been designated to receive special education services, has the education agency participated in the development of an IEP/Services Plan that describes the specific special education and related service the public education agency will provide?

AAC 290-8-9-.10(8)(k); 34 CFR § 300.137(c)(2)

- ○ Yes
- ○ No
- **N/A**

3. Does the public education agency ensure that each student with disabilities placed in, or referred to, a private school by the public education agency is provided special education and related services: Has an individualized education program/services plan been developed and implemented?

AAC 290-8-9-.10(8)(k); 34 CFR § 300.137(c)(1)

- ○ Yes
- ○ No
- **N/A**

4. At no cost to parents?

AAC 290-8-9-.10(8)(k); 34 CFR § 300.137(c)(1)

- ○ Yes
- ○ No

- **N/A**

5. Which meets the standards that apply to state local education agencies?

AAC 290-8-9-.10(8)(i); 34 CFR § 300.146(b)

- ○ Yes
- ○ No
- **N/A**

6. Including all the rights of a student with disabilities?

AAC 290-8-9-.10(6); 34 CFR § 300.146(c)

- ○ Yes
- ○ No
- **N/A**

7. Has the public education agency developed an IEP prior to placing or referring a student with disabilities to a private school?

AAC 290-8-9-.10(6)(a); 34 CFR § 300.325(a)

- ○ Yes
- ○ No
- **N/A**

8. Has the public education agency ensured that the parents and the public education agency representative are involved in reviewing and revising IEPs of students with disabilities placed at private schools?

AAC 290-8-9-.10(6)(b)(c); 34 CFR § 300.325(b)

- ○ Yes
- ○ No
- **N/A**

9. Has the public education agency ensured the implementation of IEPs of students with disabilities placed at private schools?

AAC 290-8-9-.10(6)(d); 34 CFR § 300.325(b)

- ○ Yes
- ○ No
- **N/A**

10. For students receiving services at a private school or facility, any meetings to review or revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the public agency. If the private school or facility initiates and conducts these meetings, does the public agency ensure that all required participants are involved in any decision about the child's IEP?

AAC 290-8-9-.10(6)(b)(c); 34 CFR § 300.325(b)(2)(i)

- ○ Yes
- ○ No
- ● **N/A**

11. For students receiving services at a private school or facility, any meetings to review or revise the student's IEP may be initiated and conducted by the private school or facility at the discretion of the public agency. If the private school or facility initiates and conducts these meetings, does the public agency agree to any proposed changes in the program before those changes are implemented?

AAC 290-8-9-.10(6)(b)(c); 34 CFR § 300.325(b)(2)(ii)

- ○ Yes
- ○ No
- ● **N/A**

12. For students enrolled by their parents in private schools and having been designated to receive special education services, has the education agency participated in the development of an IEP/Services Plan that describes the specific special education and related services the LEA will provide?

AAC 290-8-9-.10(8)(k); 34 CFR § 300.137(c)(2)

- ○ Yes
- ○ No
- ● **N/A**

13. For students enrolled by their parents in private schools, has the education agency consulted with appropriate representatives of private school children with disabilities and provided them with a genuine opportunity to express their views regarding each matter that is subject to the consultation?

AAC 290-8-9-.10(8); 34 CFR § 300.131-141

- ● **Yes**
- ○ No
- ○ N/A

14. How these children can participate equitably?

AAC 290-8-9-.10(8); 34 CFR § 300.131-141

- **Yes**
- ○ No
- ○ N/A

15. How the proportionate funding is utilized?

AAC 290-8-9-.10(8); 34 CFR § 300.131-141

- **Yes**
- ○ No
- ○ N/A

16. How the consultation process will operate throughout the school year?

AAC 290-8-9-.10(8); 34 CFR § 300.131-141

- **Yes**
- ○ No
- ○ N/A

17. How, where, and by whom special education and related services will be provided?

AAC 290-8-9-.10(8); 34 CFR § 300.131-141

- **Yes**
- ○ No
- ○ N/A

18. How disagreements are handled between the public education agency and the private school officials?

AAC 290-8-9-.10(8); 34 CFR § 300.131-141

- **Yes**
- ○ No
- ○ N/A

C. Free Appropriate Public Education

1. Has the education agency plan been approved by SDE?

AAC 290-8-9-.10(3); 34 CFR § 300.200-.213;.220

- **Yes**
- ○ No
- ○ N/A

2. Are first priority students served?

AAC 290-8-9-.01(1);.10(3); 34 CFR § 300.109

- ○ Yes
- ○ No
- ● **N/A**

3. Were existing interagency contracts verified?

AAC 290-8-9-.00(7); 34 CFR § 300.154

- ○ Yes
- ○ No
- ● **N/A**

4. Is a free appropriate public education provided to all students with disabilities ages 3-21, including students who have been suspended or expelled from school, at no cost to parents?

AAC 290-8-9-.01(10); 34 CFR § 300.101(a)

- ● **Yes**
- ○ No
- ○ N/A

5. Were eligible students, including students who have been suspended or expelled from school, evaluated and an IEP developed within the required timeline?

AAC 290-8-9-.02(1)(b);.05(2)(a)(b); 34 CFR § 300.101(a);.301(c)(1)(i);.323(c)(1)

- ● **Yes**
- ○ No
- ○ N/A

6. Does the education agency ensure the proper functioning of hearing aids?

AAC 290-8-9-.07(4); 34 CFR § 300.113

- ● **Yes**
- ○ No
- ○ N/A

7. Does the education agency furnish the DOE with necessary information concerning students with disabilities upon request?

AAC 290-8-9-.10(10); 34 CFR § 300.211; .640-.646

- **Yes**
- ○ No
- ○ N/A

8. Does the education agency maintain records, which verify the correctness of information submitted?

AAC 290-8-9-.10(10); 34 CFR § 300.211; .640-.646.

- **Yes**
- ○ No
- ○ N/A

9. Does the education agency afford the DOE access to records, which verify correctness of information?

AAC 290-8-9-.10(10); 34 CFR § 300.211; .640-.646

- **Yes**
- ○ No
- ○ N/A

D. Least Restrictive Environment

1. Does the education agency ensure that, to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, will be educated with students who do not have disabilities and document this based on the IEP?

AAC 290-8-9-.06; 34 CFR § 300.114(a)(2)

- **Yes**
- ○ No
- ○ N/A

2. Does the education agency ensure that special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services, cannot be achieved satisfactorily and document this based on the IEP?

AAC 290-8-9-.06; 34 CFR § 300.114(a)(2)

- **Yes**
- ○ No
- ○ N/A

3. Is the placement determined by the IEP?

AAC 290-8-9-.06(1)(b); 34 CFR § 300.116(b)(2)

- **Yes**
- ○ No
- ○ N/A

4. Is the placement as close as possible to the student's home and if not, is this justified on the IEP?

AAC 290-8-9-.06(1)(c); 34 CFR § 300.116(b)(3)

- **Yes**
- ○ No
- ○ N/A

5. Is the placement reviewed for possible harmful effects and quality of services?

AAC 290-8-9-.06(1)(c); 34 CFR § 300.116(d)

- **Yes**
- ○ No
- ○ N/A

6. Is the decision reviewed annually?

AAC 290-8-9-.06(1)(a); 34 CFR § 300.116(b)(1)

- **Yes**
- ○ No
- ○ N/A

7. Does the education agency ensure that a student with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum?

AAC 290-8-9-.06(1)(f); 34 CFR § 300.116(b)(3)(e)

- **Yes**
- ○ No
- ○ N/A

8. Is the student educated in the school which he/she would attend if not disabled? If not, is this justified on the IEP?

AAC 290-8-9-.06(1)(d); 34 CFR § 300.116(b)(3)(c)

- **Yes**
- ○ No
- ○ N/A

9. Does the education agency provide a continuum of all alternative placements available to meet the needs of students with disabilities for special education and related services?

AAC 290-8-9-.06(3); 34 CFR § 300.115

- **Yes**
- ○ No
- ○ N/A

10. Does the education agency ensure participation to the maximum extent appropriate in nonacademic/ extracurricular activities?

AAC 290-8-9-.06(2); 34 CFR § 300.107; .117

- **Yes**
- ○ No
- ○ N/A

E. Procedural Safeguards

1. Is documentation available to show that procedural safeguards were provided to parents upon initial referral, notification of IEP meeting (including parents of students who have reached the age of majority), reevaluation of the student, and when requesting a due process hearing?

AAC 290-8-9-.08(6); 34 CFR § 300.504

- **Yes**
- ○ No
- ○ N/A

2. Is personally identifiable information safeguarded according to state and federal guidelines?

AAC 290-8-9-.08(2); 34 CFR § 300.623

- **Yes**
- ○ No
- ○ N/A

3. Does the education agency post lists of persons authorized to review confidential data?

AAC 290-8-9-.08(2)(b); 34 CFR § 300.623(d)

- **Yes**
- ○ No
- ○ N/A

4. Does the education agency maintain records of parties obtaining access?

AAC 290-8-9-.08(2)(b); 34 CFR § 300.614

- **Yes**
- ○ No
- ○ N/A

5. Are parents requested to give consent before personally identifiable information is disclosed?

AAC 290-8-9-.08(2)(d)(2); 34 CFR § 300.622(a)

- **Yes**
- ○ No
- ○ N/A

6. Does the education agency provide a list of the types and locations of education records collected, maintained, or used to parents on request?

AAC 290-8-9-.08(2)(c)(9); 34 CFR § 300.623(d)

- **Yes**
- ○ No
- ○ N/A

7. Has the education agency developed and implemented procedures for determining whether the student needs a surrogate parent?

AAC 290-8-9-.08(1)(a); 34 CFR § 300.519(a)(b)(1)

- **Yes**
- ○ No
- ○ N/A

8. Has the education agency developed and implemented procedures for assigning a surrogate parent?

AAC 290-8-9-.08(2)(c); 34 CFR § 300.519(b)(2)

- **Yes**
- ○ No
- ○ N/A

9. Has the education agency developed and implemented procedures for training a surrogate parent?

AAC 290-8-9-.08(1)(b)(iii); 34 CFR § 300.519(d)(2)(iii)

- **Yes**
- ○ No
- ○ N/A

10. Does the education agency follow the current policy regarding suspension and expulsion of students with disabilities?

AAC 290-8-9-.09; 34 CFR § 300.530-.536

- **Yes**
- ○ No
- ○ N/A

11. Does the education agency provide written notice to parents of a student with a suspected disability or disability before proposing to initiate or change the identification, evaluation, or educational placement of the child or refuses to initiate or change the identification, evaluation or educational placement of a student?

AAC 290-8-9-.08(b)(1); 34 CFR § 300.503(a)(1)(2)

- **Yes**
- ○ No
- ○ N/A

12. Does the written notice contain a description of the action proposed or refused?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.300;.503(a)(1)(2)

- **Yes**
- ○ No
- ○ N/A

13. Does the written notice contain an explanation of why the agency proposes or refuses to take the action?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(b)(2)

- **Yes**
- ○ No
- ○ N/A

14. Does the written notice contain a description of any other options that the agency considered and the reasons why those options were rejected?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(b)(6)

- **Yes**
- ○ No
- ○ N/A

15. Does the written notice contain a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the proposed decisions?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(b)(3)

- **Yes**
- ○ No
- ○ N/A

16. Does the written notice contain a statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(b)(4)

- **Yes**
- ○ No
- ○ N/A

17. Does the written notice contain a description of any other factors relevant to the agency's proposal or refusal?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(b)(7)

- **Yes**
- ○ No
- ○ N/A

18. Does the written notice contain a source for parents to contact to obtain assistance in understanding the notice?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(b)(5)

- **Yes**
- ○ No
- ○ N/A

19. Is the parent's native language or mode of communication used for all forms?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.503(c)((ii)

- **Yes**
- ○ No
- ○ N/A

20. Is the parent's native language or mode of communication used at all meetings?

AAC 290-8-9-.08(4)(b)(2); 34 CFR § 300.322(e)

- **Yes**
- ○ No
- ○ N/A

21. Are due process procedures followed for mediation?

AAC 290-8-9-.08(9)(b); 34 CFR § 300.506

- ○ Yes
- ○ No
- **N/A**

22. Are due process procedures followed for due process hearings?

AAC 290-8-9-.08(9)(c); 34 CFR § 300.507-.518

- ○ Yes
- ○ No
- **N/A**

23. Are due process procedures followed for complaints?

AAC 290-8-9-.08(9)(a); 34 CFR § 300.507-.508

- ○ Yes
- ○ No
- **N/A**

24. Does the education agency implement appropriate confidentiality procedures for parental review of records?

AAC 290-8-9-.08(2)(c); 34 CFR § 300.501(a);.613(a)

- **Yes**
- ○ No
- ○ N/A

25. Does the education agency implement appropriate confidentiality procedures for provision of copies of records?

AAC 290-8-9-.08(2)(c)(3)(10); 34 CFR § 300.613(b)(2)

- **Yes**
- ○ No
- ○ N/A

26. Does the education agency implement appropriate confidentiality procedures for amendment of records at parent's request?

AAC 290-8-9-.08(2)(f); 34 CFR § 300.618(a)(b)(c)

- **Yes**
- ○ No
- ○ N/A

27. Does the education agency implement appropriate confidentiality procedures for release of information?

AAC 290-8-9-.08(2)(d)(2)(3)(4); 34 CFR § 300.611(c);.622(a)(b)(1)(2)

- **Yes**
- ○ No
- ○ N/A

28. Does the education agency implement appropriate confidentiality procedures for hearings?

AAC 290-8-9-.08(2)(g); 34 CFR § 300.619(c);.620;.621

- ○ Yes
- ○ No
- **N/A**

29. Does the education agency implement appropriate confidentiality procedures for records on more than one student?

AAC 290-8-9-.08(2)(c)(8); 34 CFR § 300.615

- **Yes**
- ○ No
- ○ N/A

30. Does the education agency implement appropriate confidentiality procedures for affording rights of privacy to students?

AAC 290-8-9-.08(2); 34 CFR § 300.610

- **Yes**
- ○ No
- ○ N/A

31. Does the education agency implement appropriate confidentiality procedures for obtaining parental consent?

AAC 290-8-9-.08(2)(d)(2); 34 CFR § 300.611(c);.300.622(a)

- **Yes**
- ○ No
- ○ N/A

32. Does the education agency implement appropriate confidentiality procedures for destroying information?

AAC 290-8-9-.08(2)(h); 34 CFR § 300.624(b)

- **Yes**
- ○ No
- ○ N/A

33. Does the education agency implement appropriate confidentiality procedures for, at the age of majority, the rights afforded to parents are transferred to the student?

AAC 290-8-9-.08(3)(8); 34 CFR § 300.520

- **Yes**
- ○ No
- ○ N/A

34. Has an official been designated to assume responsibility for ensuring the confidentiality of any personally identifiable information maintained on students?

AAC 290-8-9-.08(2)(a); 34 CFR § 300.623(b)

- **Yes**
- ○ No
- ○ N/A

35. Do all persons collecting or using such data receive instructions regarding the policies and procedures for handling confidential information?

AAC 290-8-9-.08(2)(b); 34 CFR § 300.623(c)

- **Yes**
- ○ No
- ○ N/A

36. Is the fee charged for copying of records reasonable, so that parents are not effectively prevented from exercising their right to inspect and review those records?

AAC 290-8-9-.08(2)(c)(10); 34 CFR § 300.617(a)

- **Yes**
- ○ No
- ○ N/A

37. Does the education agency search or retrieve information regarding student records at no cost to parents?

AAC 290-8-9-.08(2)(c)(10); 34 CFR § 300.617(a)

- **Yes**
- ○ No
- ○ N/A

F. Professional Development

1. Does the education agency in-service program make provisions for meeting the needs of special education teachers?

34 CFR § 300.156; .207

- **Yes**
- ○ No
- ○ N/A

2. Does the education agency in-service program make provisions for meeting the needs of regular education teachers?

34 CFR § 300.156; .207

- **Yes**
- ○ No
- ○ N/A

3. Does the education agency in-service program make provisions for meeting the needs of support personnel?

34 CFR § 300.156; .207

- **Yes**

○ No

○ N/A

4. Does the education agency in-service program make provisions for meeting the needs of administrators?

34 CFR § 300.156; .207

- **Yes**
○ No
○ N/A

5. Does the education agency in-service program make provisions for meeting the needs of related services personnel?

34 CFR § 300.156; .207

- **Yes**
○ No
○ N/A

6. Does the education agency in-service program make provisions for meeting the needs of parents?

34 CFR § 300.34(8)(I); .207

○ Yes
- **No**
○ N/A

7. Do all special education teachers meet the state certification and licensure requirements?

AAC 290-8-9-.00(7); 34 CFR § 300.18

○ Yes
- **No**
○ N/A

8. Do all paraprofessionals meet the applicable qualifications according to state professional standards for paraprofessionals?

34CFR § 300.156(a)(b)(1)(iii)

- **Yes**
○ No
○ N/A

9. Are related service personnel properly certified?

34 CFR § 300.34

- ● **Yes**
- ○ No
- ○ N/A

G. Fiscal: IDEA Part B Grants

1. The LEA's Single Audit Review (most current) has no special education program findings.

2 CFR § 200.501

Review schedule of findings and questioned costs or corrective action plan.

- ● **Yes**
- ○ No
- ○ N/A

2. Does the LEA have completed IDEA Fiscal Monitoring Self-Assessment Checklists completed?

2 CFR § 200.331(b)

Check with CSFO. They should have the self-assessment checklist file to review (i.e., Desk Review Annual Budget and Desk Review for General Purpose Financial Statements).

- ● **Yes**
- ○ No
- ○ N/A

3. Does the LEA ensure the sub-award is used appropriately and in compliance with the award and all associated regulations?

2 CFR § 200.331(d)

Review the Schedule RI Expenditures of Federal Awards (SEFA).

- ● **Yes**
- ○ No
- ○ N/A

4. Does the LEA ensure that no contracts are made with businesses or entities that have been debarred or suspended?

34 CFR § 200.319

Check the procedures within the procurement policy. Review copies of the lists or documentation viewed to ensure vendors were not debarred or suspended.

- **Yes**
- ○ No
- ○ N/A

5. Does the LEA have written procedures for determining the allowability of costs in accordance with Subpart E- Cost Principles of EDGAR and the terms and conditions of the Federal award?

2 CFR § Part 200; .200.302(b)(7); .200.403

Review documentation of written procedures and check compliance with federal statutes.

- **Yes**
- ○ No
- ○ N/A

6. The LEA provides documentation of allowable expenditures.

2 CFR 200 Subpart F

Review written procedures for Financial Management, Procurement and Inventory Management.

- **Yes**
- ○ No
- ○ N/A

7. Does the LEA have an approved electronic grant (eGAP) application for IDEA funds that was submitted on time?

34 CFR § 300.200

Review the grant award application to identify activities approved, including approved amendments in eGAP.

- **Yes**
- ○ No
- ○ N/A

8. Does the LEA maintain financial and programmatic records, supporting documents, and other records of the LEA for five years from the end of the liquidation period for the applicable grant?

2 CFR § 200.333 Record Retention and Access

Review LEA's records retention policies and procedures; samples of records retained.

- **Yes**
- ○ No
- ○ N/A

9. The LEA has documentation on file to detail the proportionate share amount of funds that must be reserved for providing services to parentally-placed private school students with disabilities.

34 CFR § 300.133

Review the proportionate share documentation form(s) and IDEA expenditures coded to non-public schools-9200.

- ○ Yes
- ○ No
- **N/A**

10. The LEA is required to set aside 15% of its IDEA grant allocation for CEIS, or voluntarily set aside IDEA funds for CEIS; has documentation to show that the funds were used for allowable cost.

34 CFR § 300.206;.226

Review the approved grant applications, contracts, expenditure reports and invoices coded to special use code 0063.

- ○ Yes
- ○ No
- **N/A**

11. Does the LEA meet the Maintenance of Effort (MOE) requirement based on one or more calculation with supporting documentation?

34 CFR § 300.203; 204;.205

Review source documentation of amounts included in the calculation; documentation supporting any exceptions taken (LEA Report Manager MOE Summary Report).

- **Yes**
- ○ No
- ○ N/A

12. Does the LEA have on file, personnel activity reports (PARs) to track employees funded from different sources, for their employees paid partially from IDEA?

2 CFR § 200.104;.415;.430;.431

Review a sample of Time and Effort documents. Compare to approved split- funded positions in the electronic grant application (eGAP) and positions.

- **Yes**
- ○ No
- ○ N/A

13. Does the LEA have on file, documentation for the employees funded 100% from the IDEA grant allocation, which worked solely on the program for the period covered? (Semi-Annual Certification)

2 CFR § 200.104;.430;.431

Review a sample of the semi-annual certifications.

- **Yes**
- ○ No
- ○ N/A

14. The LEA or other sub-recipients provided documentation of their inventory management systems, showing the item(s) associated with the reimbursement request(s).

2 CFR § 200.300; 200.303

Review the Fixed Asset Inventory Report and Inventory of Equipment (Less than $5,000).

- **Yes**
- ○ No
- ○ N/A

H. Recovery of Misclassified Funds

1. Does each education agency receiving state and/or federal dollars and are providing special education and related services to students with disabilities complete reports as required by the SDE?

AAC 290-8-9-.10(10); 34 CFR § 300.211

- **Yes**
- ○ No
- ○ N/A

I. Case Manager

1. Is each special education teacher assigned as a Case Manager within the guidelines for the number of records they are responsible for?

AAC 290-8-9-.11; 34 CFR § 300.101

- **Yes**

○ No

○ N/A

eProve diagnostics

LEA System Profile/Fiscal Review

The LEA System Profile/Fiscal Review consists of requirements that are related to improving the educational results for children with disabilities. The fiscal review also consists of fiscal information that is required by the EDGAR regulations.

The LEA System Profile/Fiscal Review documentation is required for LEAs that will participate in the on-site Comprehensive Monitoring process. All requested information must be provided to SES and documentation uploaded.

The results of the LEA System Profile/Fiscal Review will be incorporated into the LEA Comprehensive Monitoring Report.

A. Child Find Activities

1. Child Find activities places an affirmative duty on the public education agency to provide ongoing efforts to identity, locate, and evaluate all children with disabilities within their geographic jurisdiction including private schools.

Upload copies of newspaper articles, public service announcements, student handbooks, Web page announcements, and any other forms of documentation for the current school year to indicate efforts in locating children (birth-21) who may be in need of special education services. This documentation must indicate your efforts were done publicly.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Attached please find samplings of Child Find notices for the current school year. The notice was included in the district and elementary school handbooks (see covers and appropriate pages). A flyer with the Special Education Coordinator's name and contact information was posted in the Central Office and each school. Joint letters (representative sample included) and flyers were sent by Lanett City and Chambers County schools to a variety of community locations such as newspapers, daycare centers, schools, and media outlets.

ATTACHMENTS

Attachment Name

📄 Child Find documentation 19-20

B. Private Schools

1. Students Placed in Private Schools by Parents.

Representatives from private schools located within the geographic jurisdiction of the LEA **and** the parents of parentally-placed students with disabilities must be consulted annually regarding services to students with disabilities who are unilaterally enrolled in private schools by their parents. Consultation must include child find, proportionate share of funds, how special education and related services will be apportioned if funds are insufficient to serve all parentally place private school students, how and when those decisions will be made, how the process will operate throughout the school year, provision of special education services and written explanation by the public education agency regarding services. The written explanation is provided if the LEA disagrees with the views of the private school officials on the provision of services or the types of services.

Funding for Child Find activities for private schools **may not** be the same funding source as that for private school **services**.

Provide student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Currently, there are no parentally-placed private school students being served by Lanett City Schools.

2. Documentation of the annual meeting with representatives of private schools, or consultation attempts.

Upload documentation of the annual consultation meeting including the letter of invitation to the meeting and the sign-in sheet from the meeting indicating affirmation that timely and meaningful consultation has occurred, or documentation of the annual meeting, including the letter of invitation to the meeting and documentation of the public education agency's attempts to obtain the required agreement if not provided by private school officials within a reasonable amount of time.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

The invitation to meet for consultation was in the form of an email. Due to the loss of data following a malware attack this fall, I am unable to include a copy of the email invitation.

ATTACHMENTS

Attachment Name

📄 Private School Consultation and Agreement 19-20

3. Copy of letter sent informing them of available special education services.

Upload copies of all on-going contacts with private schools within the LEA's geographical jurisdiction including the letter sent to the private schools informing them of the available special education services for the current school year. This letter must include **which students** will receive services, **what services** will be provided, **how, where, and by whom** (name of position only) the services will be provided. This is not the same information that is sent for Child Find; however, the two letters may be combined.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

No students are currently receiving services. Attached please find Lanett City's agreement with the local private school that will apply if any students are identified for services.

ATTACHMENTS

Attachment Name

📄 Private School Agreement 19-20

4. Documentation of proportionate share of federal funds.

Provide documentation of proportionate share of federal funds available for parentally-place private school students. This documentation must include how the proportionate share of federal funds was calculated (utilization of the SDE formula). If materials, supplies and/or equipment were purchased for the use of a parentally-place private school student, provide documentation of the inventory list maintained by the LEA.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Documentation of proportionate share calculation is attached. No materials, supplies, or equipment have been purchased for the use of private school students.

ATTACHMENTS

Attachment Name

📄 Private School Proportionate Share 19-20

5. Documentation of the inventory list of material/equipment purchased by the LEA for use in the private school.

Upload documentation of the inventory list of materials/purchased by the LEA.

- ○ Yes
- ○ No
- **N/A**

COMMENTS

No materials or equipment have been purchased by Lanett City for use in the private school.

6. Number of students currently placed by parents that have been evaluated.

Provide the number of students currently placed by parents in private schools that have been evaluated.

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

No evaluations of private school students have been conducted in the current year.

7. Number of students eligible for special education services.

Provide the number of all students eligible for services whether they are receiving services or not.

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No eligible students have been identified at this time.

8. Number of students receiving special education services.

Provide the number of all students currently receiving services.

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No private school students are receiving special education services at this time.

9. Documentation of timeline adherence provided.

- ○ Yes
- ○ No
- ● **N/A**

10. Students Placed in Private Schools by the public education agency.

The information addressed in this section should pertain to students who have been placed in a private school

when FAPE is an issue. Provide student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0No students have been placed in a private school by Lanett City.

11. Number of students currently placed in private schools by the local education agency.

Provide the number of students currently placed by the local education agency.

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0No students have been placed in a private school by Lanett City.

12. Copies of the current IEP for currently placed students.

Upload a list of student names. Do not upload IEPs. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students have been placed in a private school by Lanett City.

13. Copies of contracts with private schools for currently placed students.

Upload copies of contracts with private schools for currently placed students.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students have been placed in a private school by Lanett City.

C. Surrogate Parents

Person(s) willing to serve as surrogate parents must be identified and trained whether or not the public education agency has identified any children in need of representation.

1. Number of students assigned a surrogate parent.

Provide the number of students who have been assigned a surrogate parent for the current school year.

Value Response Needed*: You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No students have been assigned a surrogate parent for the current school year.

2. Documentation of In-Service training.

Upload documentation (such as sign-in sheets) of in-service training (individual or group) for surrogate parents. Training must include current AAC regulations, procedures (referral-placement and reevaluation), and any local policies regarding responsibilities for representing children with disabilities.

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

A joint training including Lanett City, Chambers County, and our shared surrogate parent was held on August 15, 2019. I have attached a copy of the agenda and sign-in sheet. Handouts will be available for review on-site if needed.

ATTACHMENTS

Attachment Name

📄 Surrogate Parent Training Agenda

📄 Surrogate Parent Training August 2019

D. In-Service Training

Upload copies of the agendas of in-service training provided by the public education agency for special education teachers, general education teachers, administrators, related service personnel, support personnel, transportation personnel (including bus drivers) and

parents for the previous school year and anything that has been completed to date for the current school year. This documentation must include the participant **sign-in forms, including position of attendees**.

1. The in-service training must address the following: **Confidentiality**

• Parental review of student record.
• Provision for providing copies of student records.
• Amendment of student records at parent's request.
• Release of information.
• Hearings (re: amending of student records at parent's request).
• Records on more than one student.
• Affording rights of privacy to students.
• Obtaining parental consent.
• Destroying information.
• Securing personally identifiable information.

- **Yes**
- No
- N/A

COMMENTS

Confidentiality training is provided to all district staff as part of back-to-school professional development each year. Please see attached information including the PowerPoint slides and sign-in sheets from 2019 and the 2018 PowerPoint slides.

ATTACHMENTS

Attachment Name

📄 Confidentiality Training 2019 and 2018

📄 Training -- Confidentiality

2. The in-service training must address the following: **Special education process**

• Who can submit a Referral for Evaluation?
• Completion of the Referral for Evaluation including appropriate prereferral documentation.
• Function and membership of the IEP Team (referral; evaluations; eligibility determination; IEP development, including extended school year services determination, manifestation determination, suspension/expulsion).
• Composition of committee used for determining eligibility (IEP Team or Eligibility Committee).
• Timelines for completion of the special education process.

- **Yes**
- No
- N/A

COMMENTS

Special education process training is provided to all district staff as part of back-to-school professional development each year. Please see attached information including the PowerPoint slides and sign-in sheets from 2019 and the 2018 PowerPoint slides.

ATTACHMENTS

Attachment Name

📄 Special Ed Process Training 2019 and 2018

📄 Training -- Special Education Process

3. The in-service training must address the following: **Training regarding shortened school day**

• Length of school day
• Bus schedules (arriving late at school and departing early from school).
• When is shortened school day justified for students with disabilities?
• How is shortened school day documented for students with disabilities?

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Shortened school day training is provided to all district staff as part of back-to-school professional development each year. Please see attached information including the PowerPoint slides and sign-in sheets from 2019 and the 2018 PowerPoint slides.

ATTACHMENTS

Attachment Name

📄 Shortened School Day Training 2019 and 2018

📄 Training -- Shortened School Day

4. The in-service training must address the following: **Addressing Disproportionality in Alabama**

- ● **Yes**
- ○ No
- ○ N/A

COMMENTS

Addressing Disproportionality training for the 2019-2020 school year will be conducted during spring semester.

5. The in-service training must address the following: **Positive Behavior Supports**

e|Prove diagnostics

- **Yes**
- No
- N/A

COMMENTS

Positive Behavior Supports training for the 2019-2020 school year will be conducted during spring semester.

6. The in-service training must address the following: **Makes Sense Instructional Strategies**

- **Yes**
- No
- N/A

COMMENTS

Makes Sense Instructional Strategies training for the 2019-2020 school year will be conducted during spring semester.

7. The in-service training must address the following: **General special education issues**

- **Yes**
- No
- N/A

COMMENTS

Please see attached documentation.

ATTACHMENTS

Attachment Name

📄 Training -- General Special Education Issues

8. The in-service training must address the following: **Activities to improve/increase parent involvement**.

Parent training agendas should address issues specific to the needs of the parents in the LEA (i.e., how to help with homework, disability specific information, community resources, etc.) Do not duplicate the documentation in prior sections: Child Find Activities, Private Schools, Surrogate Parents or In-Service Training but reference if needed. If not noted on sign-in sheets, include the number of parents who attended each activity. **This does not include parents attending the IEP Team meetings**.

- Yes
- **No**

○ N/A

COMMENTS

Parents of students with disabilities routinely participate in activities and informational opportunities provided by the schools for the benefit of all parents. These opportunities may include, but are not limited to, literacy and math nights, junior high and high school orientations, Head Start to kindergarten transition visits, parenting skills, strategies to promote student achievement and success, and college information. However, no parent training specific to disabilities or special education has been provided during the last school year or in the current year to date.

E. Personnel Certification/Licensure

1. Copies of certification/licensure for non-teaching personnel

Provide copies of **current** certificates/licensure for public education agency employees and/or contract providers performing assessments, counseling (other than school counselors), occupational therapy, and physical therapy, paraprofessionals working in Non-Title I schools, interpreters, psychiatrist, psychometric, and school nursing services. Be sure to check expiration dates on the certificate/license of all providers. It is the state licensure that must be on file. Additional certification/licensure may also be maintained. **Do not include any personnel who have a teaching certificate**.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached licenses for OT, PT, and nurses. Our psychometrist is not included here due to holding teacher certification as well.

ATTACHMENTS

Attachment Name

📄 Provider Licenses

2. Number of teachers not infield and attempts to locate certified personnel

Upload a list of teachers who are not in field and any positions that need to be filled. Include copies of job announcements, documentation of attempts to recruit certified personnel, and documentation of continuing education for certification for out-of-field teachers.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

One teacher is currently out of field. Please see attached documentation. No positions are vacant at this time.

ATTACHMENTS

Attachment Name

📄 Out of Field documentation

3. Names of independent evaluators used by public education agency

Upload the names of independent evaluators provided to parents upon request.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached list of independent evaluators.

ATTACHMENTS

Attachment Name

📄 List of Independent Evaluators

F. Non-English Speaking Students/Parents

1. Upload a copy of the LEA's procedure for communicating with non-English speaking students suspected of having a disability and/or their parents regarding issues relating to the special education process. Each LEA must have a plan regardless of whether any non-English speaking students are identified at the present time. If this is included in the EL Plan, please provide the appropriate pages only.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached page from the LEA EL Plan.

ATTACHMENTS

Attachment Name

📄 Non-English Speaking Communication

G. Least Restrictive Environment

1a. **Separate Facilities in the LEA where students with disabilities are served**

Upload a list all separate facilities (e.g., separate building on the school campus for students with disabilities only, building on a campus with no nondisabled students, alternative school for students with disabilities only) in the public education agency where students with disabilities are served.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City does not have any separate facilities where students with disabilities are served.

1b. Number of students served in Separate Facilities

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No students with disabilities are served in separate facilities.

1c. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students with disabilities are served in separate facilities.

2a. **School Setting**

Provide the number of students with disabilities who are not attending the school they would attend if not disabled.

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No

- **N/A**

COMMENTS

0 -- All students with disabilities attend the school they would attend if not disabled.

2b. Number of students served in a school other than the school they would attend if not disabled

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- **N/A**

COMMENTS

0 -- All students with disabilities are served in the school they would attend if not disabled.

2c. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- **N/A**

COMMENTS

N/A. There are no students with disabilities who are not attending the school they would attend if not disabled.

3a. **Age Appropriate Peers**

Provide the number of students with disabilities who are not served with age-appropriate nondisabled peers, i.e., elementary students with disabilities served with other elementary-aged students; secondary students with disabilities served with other secondary-aged students.

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- **N/A**

COMMENTS

0 -- All students with disabilities are served in age-appropriate settings with nondisabled peers.

3b. Number of students not served with age-appropriate nondisabled peers

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- All students with disabilities are served in age-appropriate settings with nondisabled peers.

3c. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. All students with disabilities are served in age-appropriate settings with nondisabled peers.

4a. **Shortened School Day**

Provide the number of students who have a shortened school day due to medical conditions, behavioral issues or other issues. This is the number of students with disabilities, if any, who have a shortened school day that the IEP Team **HAS NOT** determined to be required because of the disability. This includes, but is not limited to, buses arriving late and leaving early, not meeting the required number of minutes for a particular grade level, not being at school during the required hours for a particular grade level, and separate facilities that house programs for students with disabilities that do not operate during the required school hours for the grade levels served.

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

4b. Number of students who have a shortened school day due to medical conditions

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes

- ○ No
- ● **N/A**

COMMENTS

0 -- No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

4c. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

4d. Number of students who have a shortened school day due to behavioral issues

Value Response Needed*: You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

4e. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

4f. Number of students who have a shortened school day due to other issues

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

4g. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students have a shortened school day other than those determined by the IEP Team to be required due to individual student needs.

5a. **Jails/detention centers/boot camps**

Provide the number of students housed in jails/detention centers/boot camps within your jurisdiction that were eligible to receive special education services from the public education agency since the beginning of the school year. Provide the number of students receiving special education services from the public education agency. For each of these students, provide a copy of the IEP. If you did not provide special education services to students who were incarcerated, include a narrative explaining the circumstances for each student.

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- There are no detention centers/boot camps or long-term jails located within our jurisdiction. Therefore, no students are receiving services in such a setting.

5b. Number of students eligible to receive special education services

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- There are no detention centers/boot camps or long-term jails located within our jurisdiction. Therefore, no students are receiving services in such a setting.

5c. Number of students provided special education services

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- There are no detention centers/boot camps or long-term jails located within our jurisdiction. Therefore, no students are receiving services in such a setting.

5d. Copy of IEP(s) for review or narrative

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. There are no detention centers/boot camps or long-term jails located within our jurisdiction. Therefore, no students are receiving services in such a setting.

6a. **Services Provided at Home**

Provide the number of students who are receiving special education services at home due to medical conditions, behavioral issues or other issues.

Value Response Needed: You must select N/A and enter the value in the comment field below.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

eProve diagnostics

0 -- No students are currently receiving special education services at home.

6b. Number of students provided services in homes due to medical conditions

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0 -- No students are currently receiving special education services at home due to medical conditions.

6c. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

N/A. No students are currently receiving special education services at home due to medical conditions.

6d. Number of students provided services in homes due to behavioral issues

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0No students are currently receiving special education services at home due to behavioral issues.

6e. LRE justification for each student

Upload a list of student names. The ALSDE will monitor records using the current information system (SETS).

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

0No students are currently receiving special education services at home due to behavioral issues.

H. Current Data Information

1. Total number of students with disabilities for the current school year (excluding SLI)

Provide the total number of students with disabilities, excluding Gifted and Speech or Language Impairment, for the current school year. Information will be verified through SETS.

Value Response Needed*: You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

As of today, there are 115 students with disabilities (excluding SLI and GT) in the district.

2. Total number of SLI students for the current school

Provide the total number of students with Speech or Language Impairment for the current school year. Information will be verified through the current information system (SETS).

Value Response Needed*: You must select N/A and enter the value in the comment field below.*

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

There are fourteen (14) students currently identified as SLI.

3. Total number of Speech or Language Pathologists and Speech-Language Pathology Assistants for the current school year

Provide the total number of Speech-Language Pathologists and Speech-Language Pathology Assistants for the current school year. For those personnel serving as a Speech-Language Pathology Assistant, documentation of supervision must be included. The supervision must be by either a Speech-Language Pathologist who holds at least a valid Alabama Class A Professional Educator Certificate in speech-language pathology or a special education coordinator/supervisor who holds a valid Alabama Professional Educator Certificate in an area of special education.

Value Response Needed*: You must select N/A and enter the value in the comment field below.*

- ○ Yes

○   No

●   **N/A**

COMMENTS

One (1) Speech-Language Pathology Assistant Level II is currently employed with Lanett City. She also holds Class A certification in Early Childhood Special Education. She is supervised by me (Special Education Coordinator), and I hold valid Alabama Class A certification in Collaborative Special Education K-6 and Instructional Leadership.

4. Total number of special education teachers for the current school year

Provide the total number of special education teachers for the current school year. **DO NOT INCLUDE GIFTED**.

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

○   Yes

○   No

●   **N/A**

COMMENTS

Eight (8) special education teachers are employed by Lanett City at this time, excluding SLP and Gifted.

5. Total number of overdue reevaluations

Provide the total number of overdue (more than three years from the last eligibility decision date) reevaluations for the current school. Information will be verified through SETS.

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

○   Yes

○   No

●   **N/A**

COMMENTS

0 -- Two students show up on the overdue eligibility report. Both previously received special education services but have since exited (no longer eligible). However, because both are still Active in SETS under the GT identification, it looks like their eligibilities are overdue.

6. Names of any students that are currently involved in due process hearings, mediation, or the complaint process

Upload the names of the students who are currently involved in a due process hearing, complaint, or mediation.

Value Response Needed: *You must select N/A and enter the value in the comment field below.*

○   Yes

eProve diagnostics

- ○ No
- ● **N/A**

COMMENTS

0 -- No students are currently involved in due process hearings, mediation, or the complaint process.

I. Fiscal Review: IDEA Part B Grants

IDEA funds are provided for the excess cost of providing special education and related services for students with disabilities. IDEA funds are intended to supplement, not supplant state and local funds. The Uniform Guidance Requirements/ Education Department General Administrative Regulations (EDGAR-2 CFR Part 200) set forth the funding application and fiscal management requirements for state and sub-grantees (LEAs) receiving federal education funds. The ALSDE Special Education Services (SES) section will monitor these grants to ensure funds are expended appropriately.

1. Single Audit Review (2 CFR Part 200 Subpart F)

• Provide documentation that describes and supports the proposed corrective action plan that was developed as a result of an IDEA singe audit finding(s). If applicable, upload documentation.

- ○ Yes
- ○ No
- ● **N/A**

COMMENTS

Lanett City's audits have been clear, with no findings in IDEA or any other fund source. No corrective action plans are required.

2. Financial Management/Written Policies and Procedures

• Each LEA will have written procedures in place regarding internal controls and fund allocations for IDEA Part B and Preschool monies. An assurance statement regarding written policies and procedures should be uploaded by September 15th each year to the Documents Library in eGAP for compliance by the ALSDE, SES. The ALSDE, SES may request an LEA to provide a copy of written policies and procedures regarding IDEA funds. Do not upload any documentation.

- ● **Yes**
- ○ No
- ○ N/A

3. Application for Funds

• The LEA's eGAP application will be reviewed for timely submission and accuracy. Do not upload any documentation.

- ● **Yes**

○　No

○　N/A

4. Proportionate Share for Parentally-Placed Private School Students

• The Proportionate Share Calculation and Documentation Report will be reviewed by ALSDE, SES, for timely submission and accuracy. The appropriate form should be uploaded by September 15th each year to the Documents Library in eGAP for compliance and timely submission. Proportionate Share expenditures will also be reviewed in eGAP and reconciled in the LEA's accounting program based upon expenditures to check that all funds are allowable. Do not upload any documentation.

● **Yes**

○　No

○　N/A

5. Coordinated Early Intervening Services (CEIS), CEIS (tracking report)

• If applicable to your LEA the Data Collection Form(s)/CEIS form(s) should be submitted to eGap in the Document Library by the 2nd Friday in July. Do not upload any documentation.

○　Yes

○　No

● **N/A**

6. Maintenance of Effort (MOE)

• To ensure compliance with the MOE requirement, ALSDE accounting will review data and expenditures regarding MOE in the ALSDE, LEA Accounting Report Manager. Do not upload any documentation.

● **Yes**

○　No

○　N/A

7. Time and Effort/Personnel Activity Report (PAR)

• Employees paid with multiple cost objectives must complete a document per pay period that accounts for the actual activity of the employee which may be recorded by actual time or in percentages; be prepared monthly or coincide with the pay period; be signed and dated by the employee once the work is completed.
• Upload a random sample of three (3) employees that demonstrates three months of work per each employee. If not applicable to your LEA then provide an explanation in the comment box.

● **Yes**

○　No

○　N/A

<u>COMMENTS</u>

eProve diagnostics

See attached samples of three (3) employees who are funded through a combination of fund sources. Two of the employees, Frederick and Storey, only have documentation for two months (FY20). They are new to their respective positions.

ATTACHMENTS

Attachment Name

📄 Time and Effort Personnel Activity Reports

8. Time and Effort/100% Semi-Annual Certification

• Employees paid with a single cost objective may use a semi-annual certification. It should include the time frame being represented and be signed and dated after the work has been completed. The employee and/or a supervisor with firsthand knowledge of the work performed by the employee should sign and date the document.
• Upload a random sample of three (3) employees' semi-annual certification to eProve^{TM} documenting 2 semesters or 4 quarters per each employee. If not applicable to your LEA then provide an explanation in the comment box.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Please see attached documentation for three employees who are 100% funded by IDEA funds. There are four quarters each for two employees (Bonner and Patton). The third set includes two different employee names; they are tied to the same position. (McCants worked one semester last year and was replaced by Robinson for 19-20.)

ATTACHMENTS

Attachment Name

📄 T&E 100% Certification

9. Inventory/Property Management

• The LEA is responsible for effective control over, and accountability for property and other assets as outlined in EDGAR (2CFR 200.313). The LEA must adequately safeguard all assets and assure they are used for the authorized purpose. Upload documented inventory with a value less than $5,000.00. This includes any inventory placed at a private school to support equitable services. If the LEA does not have inventory with a value less than $5000.00 or at a private school, then provide an explanation in the comment. During compliance monitoring on site visits, the monitoring team will randomly check items on the inventory list. Please attach a copy of your Inventory Report.

- **Yes**
- ○ No
- ○ N/A

COMMENTS

Lanett City does not have any property or other assets placed in a private school setting. All items purchased with IDEA funds are maintained on site within the LEA. The majority of our budget covers personnel and related services costs. Some supplies, such as testing materials and classroom supplies, are consumable. Recent purchases that could be observed include a wheelchair and several testing kits (examiner materials, administration manuals, etc.).

eProve diagnostics

Transportation I

The primary objective of Pupil Transportation Compliance Monitoring program is to monitor the school system's compliance with state and federal regulations and State Board of Education mandates. The process is designed to monitor day-to-day transportation functions including driver certification, background checks, drug testing, funding, routing, special needs transportation, evacuation, school bus maintenance, and mechanic certifications, etc. For this reason and since all review items are listed in the School System Self-Assessment, only minimal preparation is required for the SDE on-site visit. Even so, assistance from the SDE Pupil Transportation staff is available, if needed. An additional goal of the review process is to help the school system maximize their transportation allocation and ensure that transportation funding is not being lost. Also, as a part of the on-site review, Pupil Transportation staff members provide technical assistance in other transportation areas to local school system transportation staff members.

A. State Transportation

1. Is the school system in compliance with federal and state laws, regulations, and SDE procedures regarding the safe transportation of students to school-related events?

Code of Alabama 16-27-1 and 16-27-3

- **Yes**
- ○ No
- ○ N/A

2. Does the system conduct school bus evacuation drills at least twice annually for all students who ride buses?

Federal Guideline 17

- **Yes**
- ○ No
- ○ N/A

3a. Is the school system in compliance with on-board bus records and procedures including: pre-trip inspections being performed and documented?

Federal Guideline 17, Alabama School Bus Driver Record & Report Book, Alabama School Bus Driver Handbook

- **Yes**
- ○ No
- ○ N/A

3b. Is the school system in compliance with on-board bus records and procedures including: student counts and student rosters being filled out and updated?

Alabama School Bus Driver Record & Report Book, Alabama School Bus Driver Handbook

- **Yes**
- ○ No
- ○ N/A

3c. Is the school system in compliance with on-board bus records and procedures including: air brake systems on the buses being bled down to activate the spring brake and the air valve?

Alabama School Bus Driver Handbook

- **Yes**
- ○ No
- ○ N/A

4. Does the system have current school bus route maps or route descriptions?

Code of Alabama 16-13-231

- **Yes**
- ○ No
- ○ N/A

5. Does the system meet drug testing requirements for school bus drivers?

Omnibus Transportation Employee Testing Act of 1991

- ○ Yes
- ○ No
- **N/A**

COMMENTS

Lost some documents due to computer system being hacked.

6. Are monthly inspections conducted on all vehicles used to transport students?

Code of Alabama 16-27-5

- **Yes**
- ○ No
- ○ N/A

7. Are procedures and traffic patterns for loading and unloading students at schools safety-oriented?

Federal Guideline 17

- **Yes**
- ○ No
- ○ N/A

8. Are school bus routes designed to eliminate students standing while the bus is in motion?

Federal Guideline 17

- ● **Yes**
- ○ No
- ○ N/A

9. Does the school system maintain current shop records for all school buses and other vehicles?

Code of Alabama 16-27-3

- ● **Yes**
- ○ No
- ○ N/A

10. Do all bus drivers and the transportation supervisors hold a current Alabama School Bus Driver Certificate and a current Commercial Driver License with proper endorsements?

Code of Alabama 16-27-4

- ● **Yes**
- ○ No
- ○ N/A

11. Is the school system in compliance with state laws and regulations requiring background checks and physical examinations for bus drivers?

Alabama Act Number 2002-457 Code of Alabama 16-27-4.1 Admin. Code 290-2-4-.08

- ● **Yes**
- ○ No
- ○ N/A

12a. Is the school system in compliance with state and federal regulations regarding the transportation of students with disabilities including: proper use of safety restraints?

- ● **Yes**
- ○ No
- ○ N/A

12b. Is the school system in compliance with state and federal regulations regarding the transportation of students with disabilities including: proper use of wheelchair securements?

- ● **Yes**

○   No

○   N/A

12c. Is the school system in compliance with state and federal regulations regarding the transportation of students with disabilities including: full school days?

- **Yes**

○   No

○   N/A

12d. Is the school system in compliance with state and federal regulations regarding the transportation of students with disabilities including: IEP development (i.e., least restrictive environment, transportation as a related service, participation in IEP team meetings, etc.)?

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

- **Yes**

○   No

○   N/A

Transportation II

The primary objective of Pupil Transportation Compliance Monitoring program is to monitor the school system's compliance with state and federal regulations and State Board of Education mandates. The process is designed to monitor day-to-day transportation functions including driver certification, background checks, drug testing, funding, routing, special needs transportation, evacuation, school bus maintenance, and mechanic certifications, etc. For this reason and since all review items are listed in the School System Self-Assessment, only minimal preparation is required for the SDE on-site visit. Even so, assistance from the SDE Pupil Transportation staff is available, if needed. An additional goal of the review process is to help the school system maximize their transportation allocation and ensure that transportation funding is not being lost. Also, as a part of the on-site review, Pupil Transportation staff members provide technical assistance in other transportation areas to local school system transportation staff members.

A. State Transportation

1. Does the system employ a minimum of one certified school bus mechanic per 25 buses?

Admin. Code r. 290-2-4.06(3)

- **Yes**
- ○ No
- ○ N/A

2. Do transportation reports contain accurate data?

Admin. Code r. 290-2-1-.03(2)(a), (b) & (3)

- **Yes**
- ○ No
- ○ N/A

3. Are operating funds expended in an efficient manner and only for transportation functions?

Admin. Code r. 290-2-1-.03

- **Yes**
- ○ No
- ○ N/A

4. Does the system maintain proper internal controls regarding costing of part inventories?

Generally accepted accounting principles
- **Yes**
- ○ No
- ○ N/A

5. Are the costs for the use of buses for extracurricular activities and non-funded route transportation properly coded in system accounting records?

Admin. Code r. 290-2-1-.03(1)

Please save all items to one document. Only one document can be uploaded below.

- **Yes**
- ○ No
- ○ N/A

6. Do LEAPS reports reflect accurate data for transportation personnel?

Admin. Code r. 290-2-1-.03(2)(b)

- **Yes**
- ○ No
- ○ N/A

eProve diagnostics

Health Services/Nursing

(Authority: Board of Nursing, Code of Alabama (1975) § 34-21-2(j)(1)(2)(3); Alabama Board of Nursing Administrative Code 601-X-1-01)

If students don't feel safe and healthy, they are not able to stay focused during classroom lessons and activities. As a result, they will have more difficulties learning the skills they need for their educational future.

Because all students are entitled to a safe and healthy school learning environment, Prevention and Support Alabama School Health Services Section scaffolds student achievement by guiding local education agencies (LEA) during the Comprehensive Monitoring process by reviewing Learning Supports, Health Services, Nursing Compliance, and the Physical Safety of schools within the LEA.

A. Health Services-Licensure and Supervision

1. Do all school nurses possess current licensure?

State Superintendent of Education Correspondence March 15, 1999 & June 25, 1999; Alabama Board of Nursing, Administrative Code of Alabama (1975) 610-X-6-.04-(1)c, 610-X-.08 Code of Alabama (1975), § 34-21-2, 41-22-9

• Review of License verification by ABN subscription Service on each School Nurse
• Onsite observation of Lead Nurse ability to access and use the Alabama Board of Nursing Subscription Service (ABN SEAL)
• Review documentation that Lead Nurse has checked and verified all licensed nurses in the LEA (including career tech, sub nurses and agency nurses)
• Annual Report documentation with name of nurse and license number

- **Yes**
- ○ No
- ○ N/A

2. Are Licensed Practical Nurses (LPNs) being supervised? (recommended quarterly)

Alabama Nurse Practice Act (34-21-1); Alabama Board of Nursing Standards of Nursing Practice Nursing 610-X-6-.05(1g); Code of Alabama (1975) § 34-21-2(c) (21)

• Documentation of Supervision on the LEA's Nurse Supervision form
• Include documentation and evaluation of Skills by a skills Checklist
• Review of License verification by ABN subscription Service on each School Nurse

- ○ Yes
- ○ No
- **N/A**

B. Medication Oversight and Training

1. Does the system provide oversight and hold annual trainings for unlicensed medication assistant School personnel (Medication Assistants)?

Code of Alabama, (1975), § 34-21-2(c)(21)

eProve diagnostics

• Documentation of annual training and recertification for unlicensed medication assistants
• Unlicensed Medication Assistant Training Packet
• Medication delegation form, sign in sheet, skills check sheet, signature of unlicensed personnel
• Nurse Interview and review of documentation related to coverage of mediation given, by trained unlicensed personnel or nurses, including during regular school hours and school-sponsored before school and after school care programs, during field trips, extended off-site excursions, extracurricular activities in which the student is a direct participant

- **Yes**
- No
- N/A

2. Are school specific staff trainings for emergency Medication Epi-Pen, Anaphylaxis Preparedness, Vagal Nerve Stimulator and Universal Precaution being held annually?

Code of Alabama (1975) §16-30A-3, §34-21-2(c)(21), §16-1-48; Practice of Practical Nursing Chapter 610-X-7-.02

2019-456 Kyle Graddy Act

• Review required Anaphylaxis Preparedness Program implementation and training. (MD oversight if stocked Epi is in LEA) Reference 2019-456 Kyle Graddy Act
• Required training for Anaphylaxis Preparedness with skills check sheets available.
• Required training for Unlicensed Medication Assistants.
• Required training for Universal Precautions.
• Review of order and PPA.
• Delegation of the Vagal Nerve Stimulator (VNS) in selected area. (Review of required training and documentation)
• All education should be kept in a packet format with the date, sign-in sheet, return demonstration, and signature of the person receiving training.

- **Yes**
- No
- N/A

3. Has system implemented Act 2019- 456 Kyle Graddy Act to allow a student to possess and self- administer approved medication, according to the orders of the prescriber, at any time while on school property or while attending a school- sponsored event?

• Does school allow and train for single dose auto injectable epinephrine, as defined in subsection of Section 16-1-48?
• Each school in the state shall permit the self-administration of approved medications by a student for chronic conditions in compliance with ALSDE and The State Board of Nursing Medication Curriculum.
• Is written and signed authorization for self-administration available?
• Written medical authorizations must includes
- Signature of the prescriber - Confirmation that the student has been instructed in the proper self- administration
- Name, purpose and prescribed dosage of the medication - Frequency of medication - Any special instructions - Signed authorization by the parent/ legal guardian• The school nurse has determined the safety and

appropriateness of the self- administration of medication via the Medication Curriculum (safe and appropriateness documentation form)

- **Yes**
- No
- N/A

4. Are specific staff training for Safe at School Diabetic Curriculum being held annually?

Code of Alabama (1975) §16-30A-3, §34-21-2(c)(21), §16-1-48; Practice of Practical Nursing Chapter 610-X-7-.02

• Is there evidence that the LEA has implemented Act #2014-437 Safe at Schools?
• Is annual "Train the Trainer" Diabetic Curriculum training complete?
• Is Diabetic Delegation occurring according to the IHP (Safe at Schools Act 2014-437).
• Required training for Unlicensed Diabetic Assistants.
• Review of: Tier I, Tier 2, and Tier 3 documentation of training.
• Is delegation specific and according to the Students IHP?
• Review of parent/legal guardian signature on the IHP. Parent to initial major changes in the IHP

- **Yes**
- No
- N/A

5. Is the LEA implementing delegation of glucagon only when safe and appropriate? Is delegation specific and according to the student's IHP?

• Completion of revised Appendix I Glucagon Training.
• Tier 1, 2, and 3 sign-in sheets.
• Competency completed with skills check sheet, Glucagon test, Glucagon Protocol all in a packet format.
• ABN Delegation form completed to indicate Glucagon Delegation.
• Review of the students IHP for delegation to UDA that is specific students and for a specific time frame.

- Yes
- No
- **N/A**

C. Medication Storage

1. Are medications secured and properly stored?

ABN Medication Curriculum, pages 16 & 47

• Stored in appropriate locked cabinet, with double lock in place.
• Stored based on manufacturer recommendation (Refrigeration medication are not in refrigerator with food products)
• Review Narcotic Counts for high risk drugs (Nasal Versed, Buccal Versed and Klopin)
• Review 2016-17 mandated Controlled Substance Count Form

- Performs weekly onsite Narcotic Counts in each school for medication safety.
- Visual observation of location of medication and security

- **Yes**
- ○ No
- ○ N/A

2. Are medications in the original container, appropriately labeled, and within the expiration date?

Medication Curriculum pages 45&46; Code of Alabama, (1975) §34-21-1(3)(b), §34-21-2(a)(21), §34-21-2(c)(6)

- Visual observation of original pharmacy labeled container
- Product Manufacture guidelines
- No expired medications
- Pharmacy label matches the PPA

- **Yes**
- ○ No
- ○ N/A

3. Are PPAs available for over-the-counter medications?

Medication Curriculum, pages 13, 14, 44, & 45 Code of Alabama, (1975) § 34-21-2(c)(21)

- Nurse Interview, PPA available on each OTC medication
- Review Over-the-Counter PPA with parent signature and MD signature (if required by LEA policy.)
- Dosage is age/weight appropriate

- **Yes**
- ○ No
- ○ N/A

4. Are PPA's and documentation available for medications that may be self-administered or carried on person?

Medication Curriculum, pages 13, 50-51 Code of Alabama (1975) §16-1-39, § 16-30A-3

- PPA review for order and location of self-administer/keep on person medication.
- PPA and IHP review or agreement on location of medication(with parent signature)
- Documentation (nurse assessment) of the student's ability to safely and appropriately self-administer
- Documentation (nurse assessment) of the student's ability to safely and appropriately self-carry
- For Diabetic Delegation a Diabetic Student Contract must be signed by student and parent

- **Yes**
- ○ No
- ○ N/A

D. Documentation: INOW Health

Medications Documentation: Record Creation/Record Storage page 39-40 "Guidelines for Protecting Confidential Health Information (American School Health Association) Family Educational Rights and Privacy Act of 1974 (FERPA)

    1. Is Health Information secure?

FERPA (20 U.S.C. § 1232g; 34 CFR Part 99)

• Documenting in INOW Health?
• IS INow Health System used for students IHP's?
• Nurse is using INOW Health for diabetic tab and documentation of care provided to diabetic students.
• Medical Records are in secure location
• Prescriber/Parent Medication Authorizations, Health Record and IHP/IEAP's secure

- **Yes**
○ No
○ N/A

E. Health Care Plans and Emergency Action Plans

The regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, at 34 C.F.R. Section 104.33 requires that a recipient that operates a public elementary or secondary education program provide each qualified person with a disability in its jurisdiction a free appropriate public education (FAPE), regardless of the nature or severity of the person's disability **(Section 504 of the Rehabilitation Act of 1973)**

The regulation of Section 504 of the Rehabilitation Act of 1973, as amended, at 34 C. F. R. Section 104.37(a)(1) and (2) states that a recipient shall provide non-academic and extracurricular services and activities in such a manner as is necessary to afford students with a disability an equal opportunity for participation in such services and activities. These services may include counseling services, physical recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the recipient, referrals to agencies that provide assistance to individuals with a disability and employment of students.**(Section 504 of the Rehabilitation Act of 1973)**

Reference: Medication Curriculum, page 50, 51, 52 "Emergencies related to medications in schools" Alabama Board of Nursing Standards of Practice Chapter 610-X-.09(1c,3f)

    1. Do school nurses develop and implement IHCP's/IEAP's for students with chronic health problems or health concerns that significantly affect their ability to learn, including location of medications, transportation, field trips, extracurricularactivities and unforeseen events (e.g., inclement weather, lockdown, and evacuation of school)?

Section 504 of the Rehabilitation Act of 1973; ALSDE/ABN Medication curriculum Code of Alabama (1975) §16-30A-3

• Visual observation of IHP's and IEAP's and Medical Record
• Review specifically, IHP's developed on Diabetics Students
• Review use of standardized IHP's in INow system
• Review Parent signature and receipt of IHP
• Review Teacher and staff receipt of IHP based on need to know bases.
• Nurse interview for coverage of students available for transportation, field trips, extracurricular activities and unforeseen events. (diabetic and other healthcare conditions)

- **Yes**
- ○ No
- ○ N/A

F. Invasive Procedures and Authorization

State Superintendent of Education Correspondence, March 15, 1996, March 12, 1999, January 16, 2001, and December 12, 2001; Alabama Board of Nursing, Administrative Code of Alabama 1975, Chapters 610-X-6-.04-(1)c (Practice of Practical Nursing), 610-X-6-.03-(1)e (Practice of Professional Nursing) and 610- X-6-.6-(4)a-j (Delegation by School Nurses) Title II of the Americans with Disabilities Act (ADA) prohibits discrimination on the basis of disability by public entities, regardless of whether the public entities receive federal funds.

(Americans with Disabilities Act of 1990), The Alabama Nurse Practice Act (34-21-1), Code of Alabama (1975)§16-22-16

1. Does the LEA have students requiring invasive procedures (e.g., tracheotomy care/suctioning, gastrostomy/ naso-gastric tube feedings, or medication by injections to be performed by a RN or LPN) with documentation of procedures performed and with a written authorization from a prescriber and/or parent/guardian?

Alabama Board of Nursing 610-X-6-.11; Code of Alabama,(1975) §34-21-1 (3), §34-21-2(c)(21) (Act 98-672, Code of Alabama, p. 1477, §§1, 3; Act 2009-280, p. 470, §1

• Health Record Assessment Document
• Review of Lead Nurse or Designated RN's Annual report providing a full and comprehensive assessment of all student health needs within that system. Review of recommendations t the local school superintendent concerning the implementation and coordination of student health needs
• Invasive procedures performed by RN and/or LPN
• Review/Nurse Interview for PPA and IHP
• Interview regarding appropriate coverage fortransportation, field trips, extracurricular activities

- **Yes**
- ○ No
- ○ N/A

2. Is someone on site and available to care for the medical needs of the student with Diabetes? (According to the Diabetic Student IHP)(Mark NA if no Diabetic in the school)

Code of Alabama (1975) §16-30A-1

• Nurse Interview/Review the IHP and medical record for coverage required
• Is a Trained Personnel or Nurse "on site and available" to the extent required by the student's IHP
• According to the IHP is coverage available when the student is a "Direct Participant"

- **Yes**
- ○ No
- ○ N/A

3. Does the LEA allow for the use of Sunscreen at School?

ACT NO: 2017-278 (Effective May 16, 2017)

Allows students in public and nonpublic schools to possess and use FDA regulated over-the-counter sunscreen at school and school-based events. Section 1. (a) Any student in a public school under the jurisdiction of a local board of education or in a nonpublic school may possess and apply Federal Food and Drug administration regulated over-the-counter sunscreen at school and at school-based events notwithstanding any other provision of law, including any rule of the State Board of Education or the State Board of Nursing. Section 1. (c) Any student, parent, or guardian requesting a school board employee to apply sunscreen to a student shall present to the nurse a Parent Prescriber Authorization Form (PPA) containing a parent or guardian signature. A physician signature or physician order shall not be required.

• Nurse Interview
• Staff/Administration Interview
• On-site Review of PPA for those students who parent or guardian request a school board employee to apply sunscreen to a student

- **● Yes**
- ○ No
- ○ N/A

G. CPR and AED

1. Does the LEA educate about Impact of Heavy Backpacks?

SJR 8 ACT # 2017-17

Expresses legislative intent strongly recommending that all school administrators, teachers, parents, and students be educated about the potential health impact of heavy backpacks and take proactive measures to avoid injury.

• Nurse Interview
• Are Lead Nurse, School Nurses and Administrators aware of information related to heavy backpacks?
• Information provided at www.bacsupport.com Education site for all school administrators, teachers, parents and students.

- **● Yes**
- ○ No
- ○ N/A

2a. Is there evidence that the LEA has adopted an AED system procedure and notified local emergency communication center or dispatch center of the existing location and type of AED?

Code of Alabama (1975) §6-5-332.3(d)(1)(2)(3), §6-5-332.3(e)

• Copy of procedures
• Documentation of notifying the local emergency communications center or dispatch center of the existing location and type of AED
• Visual Observation of AED
• On-site review of AED and pads for expiration date

• Documentation of certified employee
• Visual observation Healthcare Provider CPR Card for licensed personnel

- **Yes**
- ○ No
- ○ N/A

2b. Does the LEA have an AED in every school and at least one employee at each school trained in the use of an automated external defibrillator?

Code of Alabama (1975) §16-1-45

• Copy of procedures
• Documentation of notifying the local emergency communications center or dispatch center of the existing location and type of AED
• Visual Observation of AED
• On-site review of AED and pads for expiration date
• Documentation of certified employee
• Visual observation Healthcare Provider CPR Card for licensed personnel

- **Yes**
- ○ No
- ○ N/A

H. Immunization & Other Information

1. Immunization Review, Certificate of Immunization?

Code of Alabama §16-30-4, §16-30-2, §16-30-3, §16-30-5; Rules of the State Health Board 420-6-1-.02(1)(2)(3)(4)

• Nurse Interview and review onsite COI process
• Do Nurses have the ability to print a Certificate of Immunization on site?
• Do Nurses have adequate knowledge of the ImmPrint system with a user name and login.
• Are all vaccinations entered into the state registry (IMMPRINT) as directed by ADPH?

The board of education and the governing authority of each private school shall require each pupil, prior to entering kindergarten or first grade or prior to re-entering the higher grades of the schools of Alabama, to present a Certificate of Immunization for the prevention of diseases listed in Rules of the State Health Board 420-6-1-.03 and Code of Alabama (1975) §16-30-1. The Certificate of Immunization will be on a form approved by the Alabama Department of Public Health.

- **Yes**
- ○ No
- ○ N/A

2a. Does the LEA provide the required information regarding disease and its vaccine to parents and guardians of students? Act 2014-274, p. 878, §§1, 2.)

AL Code §16-1-47 (2016) Jessica Elkins (Act #2014-274)

Information on meningococcal meningitis disease and its vaccine to be provided to parents and guardians of students.

• Nurse Interview
• Review information on meningococcal meningitis disease and its vaccine to be provided to parents and guardians of students
• Required information found on ADPH website

- **Yes**
- ○ No
- ○ N/A

2b. Does the LEA provide the required information regarding disease and its vaccine to parents and guardians of students? Act 2014-274, p. 878, §§1, 2.)

16-1-49 to the Code of Alabama 1975, ACT No: 2017-368

Does the local school systems provide approved information on influenza disease and its vaccine to parents and guardians of students whenever other health information is provided? **Effective August 1, 2017**

• Nurse Interview
• Review process of providing required information by website or handout whenever other health information is provided
• Required information found at ALSDE website

- **Yes**
- ○ No
- ○ N/A

3. Does all public K-12 schools participate annually in a ACIP/ADPH recommended school based vaccination program that are strongly urged.

Act# 2018-418 SJR113

• Is the program run entirely by health care providers or community immunizers, or both?
• No child, regardless of insurance, shall be refused a vaccine.
• Clinics must be provided at no cost to the family or school system

• No deductible or copay shall be charged by the provider.
• The program shall be designed to administer vaccines consistent with the recommendation of the ACIP
• Are all vaccinations entered into the state registry (IMMPRINT) as directed by SJR 113?
• Are VFC and non-VFC vaccines offered as directed by the SJR 113?

- **Yes**
- ○ No
- ○ N/A

4. Does LEA have evidence that the **Alex Hoover Act, HB 202 Act #2018-480** has been implemented and educated?

Alex Hoover Act, HB 202 Act #2018-480

A Palliative and End of Life IHP shall be developed and administered in accordance with this chapter. The State Board of Education shall certify rules not later than June 1, 2019

• Nurse Interview
• Train the Trainer is complete for all School Nurse in the LEA.
• Tier I training is complete

• Tier II and Tier III Training is complete on student with Pediatric Palliative End of Life IHP (PPEL-IHP)
• Order for PPEL reviewed on site with second Physician Certification of Terminal Illness or Injury.
• Declaration by Representative of Qualified minor is available on PPEL order
• Crisis Team is developed and meets quarterly as required
• PPEL- IHP is complete with parent signatures and signatures of teachers , staff and bus driver who have a "need to know"
• School Nurse on site and available to care for themedical needs of the student with PPEL-IHP
• PPEL-IHP has been reviewed and signed by Lead Nurse and LEA Administrator

[*] **N/A denotes: No DNR/DNAR**

- ○ Yes
- ○ No
- ● **N/A**

Attachment Summary

Attachment Name	Description	Associated Item(s)
2 JROTC Facility Review.	2 JROTC Facility Review.	• G.1 • G.2a • G.2b • G.2c • G.2d • G.2e • G.2f • G.2g • G.2h • G.2i
A sample of students' from LHS and LJHS schedule		• B.9
Advisory Council Roster	Advisory Council Roster	• D.1 • D.2 • D.3
Advisory Guidelines	Advisory Guidelines	• D.2
AETC PO	We sent four employees to AETC this June.	• B.1
Agenda from December Board Meeting	Under the section, "new business" you will find the bullet where we reviewed the CIPA requirements for our district.	• A.5
ALET Agendas		• B.1
ALET Drives & Webinars	As a member, I have access to Webinars and our Google Drive Shared Drives.	• B.1
ALET Membership	Basic Membership	• B.1
Annual Title I Meetings		• A.8
Annual Title I Meetings 19-20		• F.4a
Appendix Doc from District Handbook	Appendix Doc DISCIPLINE POLICIES pg. 34-38 of District Handbook	• B.1 • B.2
AU Wellness Fair	AU Wellness Fair - Small group sessions on peer communication, conflict resolution, peer advocacy, and suicide prevention	• D.2
Auburn University- Wellness Fair	Auburn University- Wellness Fair	• E.3
BMA CTE classroom inventory 2019 CARLISLE-	BMA CTE classroom inventory 2019 CARLISLE-	• F.2a • F.2b • F.2c • F.2d • F.2e • F.2f • F.2h
Board Agenda: Foster Care Plan		• H.1b
Board Approval of Technology Plans		• A.2
Board Meeting Agenda 12.17.19	Board Meeting Agenda 12.17.19	• H.1
Board Meeting Notes	Board Meetings Notes - approval of District Handbook	• B.1 • B.2
Board Policy: Enrollment		• A.3c
Board Policy: Enrollment including Foster Care		• H.1a
Board Policy: Grading		• A.4
Board Policy: Grading and Class Rank		• A.5
Board Policy: Graduation Requirements		• A.3

Document	Description	Standards
📄 Budget Planning Sign-In Sheets FY20		• Q.10
📄 Bullying Prevention PD Sign In Sheets	Bullying Prevention PD Sign In Sheets	• I.1b
📄 Business Brochure (2)	Business Brochure (2)	• C.1a • C.1b • C.1c • C.1d
📄 Business Brochure 1	Business Brochure 1	• C.1a • C.1b • C.1c • C.1d
📄 Business Facility Review.	Business Facility Review.	• G.1 • G.2a • G.2b • G.2c • G.2d • G.2e • G.2f • G.2g • G.2h • G.2i
📄 Business Maintenance Schedule	Business Maintenance Schedule	• F.5
📄 Business Program - Replacement Schedule	Business Program - Replacement Schedule	• F.6 • F.7 • F.8
📄 Career Coach Monthly Report	Career Coach Monthly Report	• D.2
📄 Career Prep Roster		• B.7
📄 CAREER TECHNICAL COOPERATIVE EDUCATION POLICY	CAREER TECHNICAL COOPERATIVE EDUCATION POLICY	• H.4
📄 Central Office Budget Planning Meetings FY20		• B.1
📄 Certificates	Certificates	• B.1
📄 Chambers County and Lanett City Schools ADVISORY MTG MINUTES 6.26.19	Chambers County and Lanett City Schools ADVISORY MTG MINUTES 6.26.19	• D.2
📄 Chambers County and Lanett City Schools ADVISORY MTG MINUTES 9.26.18.	Chambers County and Lanett City Schools ADVISORY MTG MINUTES 9.26.18.	• D.2
📄 Character Building Assignments (Instructions).	Character Building Assignments (Instructions).	• F.1
📄 Character Building Journal Activity Instructions.	Character Building Journal Activity Instructions.	• F.1
📄 Character Ed Packet Instructions	Character Ed Packet Instructions	• F.1
📄 Character Ed Report Instructions	Character Ed Report Instructions	• F.1
📄 Child Find documentation 19-20		• A.1
📄 Circle of Care Program Student Presentations LETTER	Circle of Care Program Student Presentations LETTER	• D.2
📄 Circle of Care Relationship Smarts	Circle of Care Relationship Smarts Plus sessions with PE classes	• D.2
📄 Circle of Care Relationship Smarts Doc	Circle of Care Relationship Smarts Doc	• E.3
📄 Communication with Parents		• A.6
📄 Communication within Committee		• A.2
📄 Comparability Letter 2019-2020		• B.3
📄 Confidentiality Training 2019 and 2018		• D.1
📄 Core EL Program Evaluation FY19		• M.15

📄 Corporal Punishment Policy 5.30.1	Corporal Punishment Policy 5.30.1	• B.3
📄 Counseling -- Ethics		• A.3
📄 Counseling -- RTI		• A.9
📄 Counseling and Guidance: Plans Description		• A.1
📄 Counseling Calendar -- Secondary		• A.5
📄 Counseling Daily Activities -- Secondary		• A.5
📄 Counseling Guidance Plan 19-20	Counseling Guidance Plan 19-20 (LEA)	• D.2
📄 Counseling Program Audit 18-19		• A.12
📄 Counseling Program Evaluations 19-20		• A.12
📄 Counseling Schedule and Calendar -- Elementary		• A.5
📄 Counseling Use of Time -- Elementary		• A.5
📄 Counseling Use of Time -- Secondary		• A.5
📄 Counselor Annual Agreement Elementary		• A.4
📄 Counselor Parental Involvement -- Elementary		• A.8
📄 Counselor Parental Involvement -- Secondary		• A.8
📄 Counselors' Calendars 19-20	Counselors' Calendars 19-20	• I.1 • I.2
📄 Counselors' Calendars 2019-2020	Calendar of Activities	• D.2
📄 Course Offerings	You will see a list of course offerings for Distance Learning & Access classes for various subjects such as Spanish, Arts, Creative Writing, Workforce, Health, etc.	• A.4
📊 CTE Classroom Inventory (Room 110) JROTC	CTE Classroom Inventory (Room 110) JROTC	• F.2a • F.2b • F.2c • F.2d • F.2e • F.2f • F.2h
📄 Data Confidentiality Agreement	Data Confidentiality Agreement	• H.1
📄 Deadly Weapons Policy 5.32	Deadly Weapons Policy 5.32	• C.4 • C.5
📄 December Board Meeting Agenda	Approval of Data Governance and Use	• B.12
📄 District Advisory Committee POW	District Advisory Committee POW	• D.2
📄 District Data Governance Guidelines	District Data Governance Guidelines	• H.1
📄 District Handbook - Code of Conduct	Code of Conduct documents can be found on pgs. 19-31 of the 2019-2020 District Handbook	• B.1 • B.2
📄 District Handbook CODE OF CONDUCT	Smoking and Tobacco Products - p22 of District HandbookDisciplinary action for smoking or use of tobacco products (Class II)- pg. 24	• C.3
📄 Documentation of Public Hearing Notice	It was posted in the Valley Times Newspaper on December 13th in "The Briefly Told" section.	• A.5
📄 Drug Free Workplace Policy 6.72	Drug Free Workplace Policy 6.72	• C.2
📄 EL Identification and Assessment		• M.3
📄 EL Overview Training 2019		• M.9

PDF EL Program Description		• M.11
PDF EL Program Placement Parent Notices		• M.4
PDF EL Program Training 2019		• M.2a
PDF EL Teacher Handout		• M.9
Elementary Lesson Plan		• B.3
PDF Elementary, Jr High, & High School Internet Safety Lesson Plan		• A.5
PDF Emails with Carol from TIM	Setting up professional development with Technology in Motion for January 2019. We would have done this in the fall. The original plan was October, but we were consumed with recovery efforts at this time.	• B.1
PDF Employment Survey Documentation		• A.3b
PDF Enrollment Policy		• M.1
PDF Enrollment Policy: Homeless		• Q.1
PDF Enrollment Procedures Training 19-20		• M.2b
PDF Enrollment Training 19-20		• Q.3
PDF Erin's Law PD Sign In Sheets	Training provided by Jacqueline Burgess, Tri-County Children's Advocacy Center	• G.1b
PDF FBLA Brochure p1.	FBLA Brochure p1.	• C.1a • C.1b • C.1c • C.1d
PDF FBLA Brochure p2	FBLA Brochure p2	• C.1a • C.1b • C.1c • C.1d
FCCLA Membership Application	FCCLA Membership Application	• C.1a • C.1b • C.1c • C.1d
FCS (CTE) classroom inventory 2019	FCS (CTE) classroom inventory 2019	• F.2a • F.2b • F.2c • F.2d • F.2e • F.2f
FCS documents	FCS documents	• C.1a • C.1b • C.1c • C.1d
PDF FCS Facility Review.	FCS Facility Review.	• G.1 • G.2a • G.2b • G.2c • G.2d • G.2e • G.2f • G.2g • G.2h • G.2i
FCS Preventative Maintenance Schedule	FCS Preventative Maintenance Schedule	• F.5
FCS Program Brochure	FCS Program Brochure	• C.1a • C.1b • C.1c • C.1d
FCS Replacement Schedule	FCS Replacement Schedule	• F.6 • F.7 • F.8
PDF FEL Monitoring Form		• M.8

📄 Form 4-10-13	Form 4-10-13	• E.3 • E.4
📄 Foster Care Dispute Resolution		• H.1d
📄 Four Tier Alert System	Four Tier Alert System	• K.2
📄 Good Character Presentation Instructions.	Good Character Presentation Instructions.	• F.1
📄 Graphic Organizer for one of the lessons		• A.5
📄 Handbook pages: Grading		• A.4
📄 Head Start Agreement 2019-2020		• A.3g
📄 Home Language Surveys -- English and Spanish		• A.3a
📄 Homeless -- Informational Handout		• Q.8
📄 Homeless -- Teacher Handout		• Q.4
📄 Homeless Needs Assessment		• Q.6
📄 Homeless Plan		• Q.5
📄 Homeless Plan and Procedures		• Q.2
📄 Homeless Policy		• Q.1
📄 Homeless Policy and Dispute Resolution		• Q.2
📄 Homeless Procedures		• Q.4
📄 Homeless Procedures and Plan		• Q.7
📄 Homeless Training 19-20		• Q.8
📄 Homeless Training 2019		• Q.4
📄 Jamari Terrell Williams Student Bullying Policy	Jamari Terrell Williams Student Bullying Policy	• K.2
📄 Jamari Terrell Williams Student Bullying Policy 5.28	Student Bullying Policy	• D.1
📄 Joint Foster Care Plan		• H.1c
📄 JROTC Brochure	JROTC Brochure	• C.1a • C.1b • C.1c • C.1d
📄 JROTC Maintenance Procedures	JROTC Maintenance Procedures	• F.5
📄 JROTC Replacement Schedule	JROTC Replacement Schedule	• F.6 • F.7 • F.8
📄 Lance - Second Step Curriculum Bullying Prevention Unit Scope and Sequence	Second Step Curriculum Bullying Prevention Unit Scope and Sequence	• D.2 • D.3
📄 Lance Comprehensive Program- Second Step Curriculum	Lance Comprehensive Program - Second Step Curriculum	• D.2 • E.1a • E.1b • E.2a • E.2b • E.3
📄 Lance Elementary Counseling and Guidance Plan	Lance Elementary Counseling and Guidance Plan	• D.2
📄 Lance Elementary School Guidance Program COMPREHENSIVE PROGRAM	Lance Elementary School Guidance Program COMPREHENSIVE PROGRAM - Second Step Program Curriculum	• G.1a

eProve diagnostics

⊞ Lanett City Inventory 2019	This was the file provided by ALSDE to update from previous year. This is the file submitted with our technology plan.	• A.3
📄 Lanett High Counseling Guidance Plan	Lanett High Counseling Guidance Plan	• D.2
📄 LCS Data Governance and Use Policy		• B.12
📄 LCS Data Governance Policy		• B.11
📄 LCS Data Governance Procedures		• B.13
📄 LCS District Data Governance and Use Policy	District Data Governance and Use Policy	• H.1
📄 LCS District Handbook CODE OF CONDUCT	LCS District Handbook CODE OF CONDUCT	• D.2
📄 LCS District Technology Team List		• A.2
📄 LCS Erin's Law Staff PD Sign In Sheets.	LCS Erin's Law Staff PD Sign In Sheets.	• K.2
📄 LCS Internet Acceptable Use Policy-5.90		• A.5
📄 LCS ISS and Alternative School Program Description and Guidelines	LCS ISS and Alternative School Program Description and Guidelines	• F.1
📄 LCS Policy Information on the Drug-Free Workplace Act of 1988 SIGNED	LCS Policy Information on the Drug-Free Workplace Act of 1988 SIGNED	• C.2
📄 LCS Policy Information on the Drug-Free Workplace Act of 1988 SIGNED2	LCS Policy Information on the Drug-Free Workplace Act of 1988 SIGNED2	• C.2
📄 LCS Resource and Referral List	Lanett City Schools Resource and Referral List	• E.3
📄 LCS Staff PD Schedule	LCS Staff PD Schedule	• K.2
📄 LCS Staff PD Schedule.	LCS Staff PD Schedule.	• G.1b • I.1b
📄 LCS Student Acceptable Use		• A.5
⊞ LCS Technology Goals 2019-2020	These are the goals embedded our district technology plan for this year.	• A.1
📄 LCS Technology Plan 2019-2020		• A.1
📄 LEA Counseling and Guidance Plan 19-20		• A.1
📄 LEA Counseling Guidance Plan 19-20	LEA Counseling Guidance Plan 19-20	• I.1 • I.2
📄 LEA Form 9.	LEA Form 9.	• F.3
📄 LHS Character Ed Schedule Fall 2019	LHS Character Ed Schedule	• D.2
📄 LHS Circle of Care RS+ nov. 2019	LHS - Circle of Care Relationship Smarts Program documentation	• G.1a • I.1a
📄 LHS Counseling Guidance Plan 19-20	LHS Counseling Guidance Plan 19-20	• I.1 • I.2
📄 LHS Handbook: Class Rank and Honors		• A.5
📄 LHS Handbook: Graduation Requirements		• A.3
📄 LHS I1b Suicide Prevention Sign	LHS Suicide Prevention Sign- Staff Training Documentation	• D.3
🔗 LHS Roster		• B.7
📄 LHS Staff - Suicide Prevention Sign In	LHS Staff - Suicide Prevention Sign In	• K.2
📄 LHS Suicide Prevention Sign In	LHS Suicide Prevention Sign In - Staff Training	• I.1b
📄 LHS Title I budget input		• B.1

List of available Digital Textbooks		• B.9
List of Independent Evaluators		• E.3
Live Work in CTE Programs Policy	Live Work in CTE Programs Policy	• H.2
LJH - Drug, Alcohol, Tobacco Awareness Assembly with photo	LJH - Drug, Alcohol, Tobacco Awareness Assembly with photo	• E.1a • E.1b • E.2a • E.2b
LJH Circle of Care Program letter	LJH Circle of Care Program letter	• E.3
LJH Counseling Guidance Plan	LJH Counseling Guidance Plan	• D.2
LJH Drug Prevention and Awareness Week Activities	LJH Drug Prevention and Awareness Week Activities	• E.1a • E.1b • E.2a • E.2b
LJH Erin's Law Documentation	LJH Erin's Law documentation of activities	• G.1a • I.1a
LJH Pledge to Be Drug Free photo	LJH Pledge to Be Drug Free photo	• E.1a • E.1b • E.2a • E.2b
LJH Slideshow sample Drug Awareness Presentation	LJH Slideshow sample Drug Awareness Presentation	• E.1a • E.1b • E.2a • E.2b
LJH Staff Sign In SUICIDE PREVENTION	LJH Staff Sign In SUICIDE PREVENTION	• K.2
LJH Teacher Sign In SUICIDE PREVENTION	LJH Teacher Sign In SUICIDE PREVENTION	• D.3
LJH Teacher Sign In SUICIDE PREVENTION - Staff Training	LJH Teacher Sign In SUICIDE PREVENTION - Staff Training	• I.1b
LJHS Counseling Guidance Plan 19-20.	LJHS Counseling Guidance Plan 19-20.	• I.1 • I.2
LJHS electives & Club offerings	You will see that Robotics is a club offered and they meet weekly. Technology is listed as an elective as well.	• A.4
MOE Funds	MOE Funds	• F.1
New Administrator Academy	New Administrator Academy	• B.2
Newspaper Article about December Meeting-CIPA		• A.5
Non-English Speaking Communication	Communication with non-English-speaking parents	• F.1
OCR Statistical Information.	OCR Statistical Information.	• C.2
Out of Field documentation		• E.2
Parents Right to Know 2019-2020		• B.4a
Parents Right to Know English and Spanish		• B.4d
Private School Agreement 19-20	Special education service agreement with private school	• B.3
Private School Complaint Procedure		• K.2
Private School Consultation 19-20		• K.1
Private School Consultation and Agreement 19-20	Special education services consultation and agreement with private school	• B.2
Private School Proportionate Share 19-20	Documentation of proportionate share calculation	• B.4
Program Offerings Document	Program Offerings Document	• A.1

Provider Licenses		• E.1
Qualifying Certificates for SRO	Qualifying Certificates for SRO	• C.4
Received Tech Plan Email	This was the response from when I sent an email saying the plan was locked.	• A.2
Referrals and Resources 19-20		• Q.12a
Region 8 Workforce Data	Region 8 Workforce Data	• A.1
Resource and Referral List		• Q.7
Resource and Referral List 19-20		• A.8
Resource List 19-20		• Q.12c
Resources and Referrals 19-20		• Q.12b
Ron Clark Academy Professional Development	Four employees attended the Ron Clark Academy.	• B.1
Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf	Room 125 Tech Inventory (District Asset Inventory List) 5.23.19.pdf	• F.2a • F.2b • F.2c • F.2d • F.2e • F.2f • F.2h
Room 128 Tech Inventory (District Asset Inventory List) 5.21.19	Room 128 Tech Inventory (District Asset Inventory List) 5.21.19	• F.2a • F.2b • F.2c • F.2d • F.2e • F.2f • F.2h
Safety in CTE Classes Policy	Safety in CTE Classes Policy	• H.3
Second Step Child Protection Unit_Scope_and_Sequence	(Lance Elem) Second Step Child Protection Unit_Scope_and_Sequence	• G.1a • I.1a
Second Step SEL Scope and Sequence	Lance Elementary - Second Step Curriculum - Social-Emotional Learning	• D.2
Settings for iBoss filter		• A.5
Sex Offenders on Campus Policy 3.41	Sex Offenders on Campus Policy 3.41	• B.4
Sgt, Staples CTE classroom inventory 2019 - JROTC	classroom inventory 2019 - JROTC	• F.2a • F.2b • F.2c • F.2d • F.2e • F.2f
Shortened School Day Training 2019 and 2018		• D.3
Signed Student Confidentiality Agreement - SAMPLES	Signed Student Confidentiality Agreement - SAMPLES	• H.1
SIR Report (Board Agenda & Minutes)	Board meeting agenda and minutes	• A.1
Social Media Flyers		• A.5
Special Ed Process Training 2019 and 2018		• D.2
SRO Letter from Chief of Police	SRO Letter from Chief of Police	• C.4
Staff Bullying Prevention PD Sign In Sheets	Staff Bullying Prevention PD Sign In Sheets	• K.2
State funds budgeted for CTE by program codes - 3800	State funds budgeted for CTE by program codes - 3800	• F.1
Status of 2019-2020 Tech Plan Completed & Locked	On December 17th, I unlocked the plan to correct a typo. I am still awaiting approval from State Department.	• A.1

eProve diagnostics

📄 Student Bullying Complaint Form	Student Bullying Complaint Form	• D.1
📄 Student Conduct and Supervision Policy 5.30	Student Conduct and Supervision Policy 5.30	• B.2
📄 Student Work Samples for Digital Footprint Lesson		• A.5
📄 Submission of Technology Plan on Time	Email to Mrs. Barnes with ALSDE letting her know our plans had been locked and were ready for submission.	• A.2
📄 Suicide Prevention- Jason Flatt Act		• D.3
📄 Suicide Prevention- Jason Flatt Act (Policy)	Suicide Prevention- Jason Flatt Act (Policy)	• I.1a • I.1b
📄 Suicide Prevention- Jason Flatt Act POLICY	Suicide Prevention- Jason Flatt Act POLICY	• K.2
📄 Supplement Not Supplant Methodology		• A.10
📄 Surrogate Parent Training 19-20		•
📄 Surrogate Parent Training Agenda		• C.2
📄 Surrogate Parent Training August 2019		• C.2
📄 T&E 100% Certification		• I.8
📄 Technology Meeting-September 3rd	In this attachment, you will find the agenda, sign-in sheet, minutes, and a hand-out from the September 3rd Technology Committee Meeting.	• A.2
📄 Technology Order from SHI		• B.10
📄 Time and Effort Personnel Activity Reports		• I.7
📄 Title I Budget Input		• A.8
📄 Title I meetings 19-20		• F.2
📄 Title I Paraprofessionals 19-20		• G.2
📄 Title I Teachers 19-20		• G.1
📄 Title IV Advisory Committee FY20	Title IV Advisory Committee FY20	• H.1a • H.1b
📄 Title IV Assurances FY20	Title IV Assurances FY20	• H.1a • H.1b
📄 Title IV Budget Details FY20	Title IV Budget Details FY20	• H.1a • H.1b
📄 Title IV Goals and Objectives FY20	Title IV Goals and Objectives FY20	• H.1a • H.1b
📄 Title IV Needs Assessment FY20	Title IV Needs Assessment FY20	• H.1a • H.1b
📄 Tobacco Use in System Facilities Policy 3.45	Tobacco Use in System Facilities Policy 3.45	• C.3
📄 Training -- Confidentiality		• D.1
📄 Training -- General Special Education Issues		• D.7
📄 Training -- Shortened School Day		• D.3
📄 Training -- Special Education Process		• D.2
📄 Translated Forms		• M.14b
📄 Unannounced Visits by Law Enforcement Policy 5.31.3	Unannounced Visits by Law Enforcement Policy 5.31.3	• C.1
📄 Virtual Learning Policy		• B.8

📄 WOLE Counseling Guidance Plan	WOLE Counseling Guidance Plan	• I.1 • I.2
📄 WOLE School Guidance Program COMPREHENSIVE PROGRAM	WOLE Elementary School Guidance Program COMPREHENSIVE PROGRAM	• I.1a
📄 Workforce Data	Workforce Data	• A.1