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| OVERARCHING – Indicator 1LEA Monitoring of Schools and Programs |  | OVERARCHING – Indicator 1.1LEA Monitoring of Schools and Programs1. The LEA conducts monitoring of its programs and subgrantees (if applicable) sufficient to ensure compliance with Federal program requirements.
 |
| OVERARCHING – Indicator 1aLEA Monitoring of Schools and Programs1. Established cycle of monitoring for Title I, Part A; School Improvement 1003(a); School Improvement 1003(g) (SIG); ……….
 |  | OVERARCHING – Indicator 1bLEA Monitoring of Schools and Programs1. LEA to send to the Department monitoring policies and procedures that include a method for monitoring all critical ESEA/ESSA…………...
 |
| OVERARCHING – Indicator 1cLEA Monitoring of Schools and Programs1. Written description of the LEA monitoring process, including on-site procedures, timelines, schedules, data review, and the …………..
 |  | OVERARCHING – Indicator 1dLEA Monitoring of Schools and Programs1. Data collection instruments (interview guides, documents review checklists).
 |
| OVERARCHING – Indicator 1eLEA Monitoring of Schools and Programs1. Sample of letters to schools, checklists, forms, etc.
 |  | OVERARCHING – Indicator 1fLEA Monitoring of Schools and Programs1. Process for identification of high risk schools.
 |
| OVERARCHING – Indicator 1gLEA Monitoring of Schools and Programs1. Process for follow-up/verification of implementation of required corrective action.
 |  | OVERARCHING – Indicator 1hLEA Monitoring of Schools and Programs1. Memos, reports, etc.
 |
| OVERARCHING – Indicator 1iLEA Monitoring of Schools and Programs1. Monitoring reports, corrective actions from the schools visited as part of the on-site review.
 |  | OVERARCHING – Indicator 1jLEA Monitoring of Schools and Programs1. Copies of reports, corrective actions, results of technical assistance.
 |
| OVERARCHING – Indicator 1kLEA Monitoring of Schools and Programs1. Evidence of technical assistance provided by the LEA as a result of issues identified through the monitoring process.
 |  | OVERARCHING – Indicator 1lLEA Monitoring of Schools and Programs1. Copies of the LEA's schedule for monitoring of schools.
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| OVERARCHING – Indicator 1mLEA Monitoring of Schools and Programs1. Minutes of board meeting approving the annual Grant Award Notification—SIG.
 |  | OVERARCHING – Indicator 1nLEA Monitoring of Schools and Programs1. Policies on Federal Grant Administration-- SIG.
 |
| OVERARCHING – Indicator 1oLEA Monitoring of Schools and Programs1. Policy checklists.
 |  | OVERARCHING – Indicator 1pLEA Monitoring of Schools and Programs1. Expenditure Detail reports.
 |
| OVERARCHING – Indicator 1qLEA Monitoring of Schools and Programs q. Completed plans--SWP, TA, School Improvement. |  | OVERARCHING – Indicator 1rLEA Monitoring of Schools and Programs1. Procedures for follow-up/verification of implementation of required corrective actions identified by the LEA.
 |
| OVERARCHING – Indicator 1sLEA Monitoring of Schools and Programs1. IDEA procedures to include: SST, Child Find, Evaluation/Reevaluation, Eligibility, and Discipline.
 |  | OVERARCHING – Indicator 2Comprehensive LEA Improvement Plan |
| OVERARCHING – Indicator 2.1Comprehensive LEA Improvement Plan1. The LEA ensures that it complies with the provision for submitting an annual application to the SEA and revising the LEA's plans as …
 |  | OVERARCHING – Indicator 2.1aComprehensive LEA Improvement Plan1. Review the approval process for SWP and TA including written procedures. (Review checklists, established schedule, and samples of correspondence with schools and other LEA
 |
| OVERARCHING – Indicator 2.1bComprehensive LEA Improvement Plan1. Resolution procedures for unapproved SWP and TA plans.
 |  | OVERARCHING – Indicator 2.1cComprehensive LEA Improvement Plan1. Guidance to schools and other LEA departments on submission of plan amendments.
 |
| OVERARCHING – Indicator 2.1dComprehensive LEA Improvement Plan1. Evidence of timely SWP and TA plan approval and release of funds.
 |  | OVERARCHING – Indicator 2.1eComprehensive LEA Improvement Plan1. Documentation to support the selection of evidence-based action steps in District Improvement Plan.
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| OVERARCHING – Indicator 3Services to Eligible Private School Children |  | OVERARCHING – Indicator 3.1aServices to Eligible Private School ChildrenESSA* 1. Evidence that the LEA provides for the equitable provision of services to ……………
 |
| OVERARCHING – Indicator 3.1bServices to Eligible Private School ChildrenESSA* 1. Evidence that LEA provided initial consultation to private schools on their participation.
 |  | OVERARCHING – Indicator 3.1cServices to Eligible Private School ChildrenESSA* 1. Evidence that participating private schools engage in ongoing consultation around the…………
 |
| OVERARCHING – Indicator 3.1.1aServices to Eligible Private School Children1. Alphabetized list of private schools within the LEA’s geographic boundaries (Title II, Part A and Title IV, Part A)…………….
 |  | OVERARCHING – Indicator 3.1.1bServices to Eligible Private School Children1. Copies of all DE1111 forms submitted to LEA for the FY17 and FY18 school years (Title I, Part A and Title III, Part A)…………..
 |
| OVERARCHING – Indicator 3.1.1cServices to Eligible Private School Children1. Copies of private school letters for FY17 and FY18 inviting private school participation…..
 |  | OVERARCHING – Indicator 3.1.1dServices to Eligible Private School Children1. Evidence that consultation has occurred between the LEA and private school officials or its representatives regarding services for private….
 |
| OVERARCHING – Indicator 3.1.1eServices to Eligible Private School Children1. The written affirmation and documentation of consultation from officials of private school or a representative. (All Federal…
 |  | OVERARCHING – Indicator 3.1.1fServices to Eligible Private School Children1. Evidence that the LEA regularly supervises the provision of Title I and Title III services to private school children.
 |
| OVERARCHING – Indicator 3.2Services to Eligible Private School ChildrenIDEA |  | OVERARCHING – Indicator 3.2aServices to Eligible Private School ChildrenIDEA Requirements:1. The LEA substantiates the number of private and home school students with disabilities that do not have Individual Educational Plans
 |
| OVERARCHING – Indicator 3.2.2aServices to Eligible Private School ChildrenIDEA1. Copy of procedures that the LEA uses to determine that the required consultation occurred.
 |  | OVERARCHING – Indicator 3.2.2bServices to Eligible Private School ChildrenIDEA1. Evidence that the LEA has met the requirement for consultation, written affirmation, and evaluation of the program.
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| OVERARCHING – Indicator 3.2.2cServices to Eligible Private School ChildrenIDEA1. Evidence that consultation has occurred between the LEA and stakeholders for eligible private and home school children.
 |  | OVERARCHING – Indicator 3.2.2dServices to Eligible Private School ChildrenIDEA1. The written affirmation from officials of private school or a representative or home school representatives.
 |
| OVERARCHING – Indicator 3.2.2eServices to Eligible Private School ChildrenIDEA1. Evidence that the LEA has met the requirement for financial record keeping related to services to private and home school or home school children that facilitate an….
 |  | OVERARCHING – Indicator 3.2.2fServices to Eligible Private School ChildrenIDEA1. Evidence that the LEA has documentation when serving private school or home school children through contracts with a third party that ensures the third party is ……….
 |
| OVERARCHING – Indicator 3.2.2gServices to Eligible Private School ChildrenIDEA1. Evidence that the LEA regularly supervises the provision of IDEA services to private and home school children.
 |  | OVERARCHING – Indicator 3.2.2hServices to Eligible Private School ChildrenIDEA1. Evidence of service plans if applicable.
 |
| OVERARCHING – Indicator 3.2.2iServices to Eligible Private School ChildrenIDEA1. Evidence of Child Find activities to private schools.
 |  | FIDUCIARY RESPONSIBILITY – Indicator 4Maintenance of Effort |
| FIDUCIARY RESPONSIBILITY – Indicator 4.1Maintenance of Effort1. The LEA ensures that it complies with--

The procedures for ensuring maintenance of effort (MOE) as outlined in §§1120A and 8521 of the.…….. |  | FIDUCIARY RESPONSIBILITY – Indicator 4.1.1Maintenance of Effort1. Documentation for ensuring maintenance of effort

(MOE) as outlined in §§1120A and 8521 of the ESEA listed below is required only for LEAs….. |
| FIDUCIARY RESPONSIBILITY – Indicator 4.1.2Maintenance of Effort1. Documentation for ensuring maintenance of effort (MOE) for IDEA as outlined in 34 CFR 300.203, 34 CFR 300.204, and 34 CFR 300.205.………
 |  | FIDUCIARY RESPONSIBILITY – Indicator 4.1.3Maintenance of Effort1. Correction forms if applicable with supporting evidence verifying expenditures maintained by LEA.
 |
| FIDUCIARY RESPONSIBILITY – Indicator 4.2aComparabilitya. Evidence that:In cases where Title I schools are not comparable, documentation showing……. |  | FIDUCIARY RESPONSIBILITY – Indicator 4.2bComparability1. Documentation to affirm LEA has fully and correctly implemented its approved RAMP in order to establish comparability if ……….
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| FIDUCIARY RESPONSIBILITY – Indicator 4.3Assessment Security |  | FIDUCIARY RESPONSIBILITY – Indicator 4.3Assessment Security1. The LEA has a system for ensuring and maximizing the quality, objectivity, utility, and integrity of assessment and accountability……
 |
| FIDUCIARY RESPONSIBILITY – Indicator 4.3.3Assessment Security1. Copies of communication to local educators regarding the LEA’s test security policy/plan and consequences for violation.
 |  | FIDUCIARY RESPONSIBILITY – Indicator 5Internal Controls |
| FIDUCIARY RESPONSIBILITY – Indicator 5.1aInternal Controls1. Evidence that all LEA Internal Controls specific

To LEA expenditures required to be in writing by 2 CFR Part 200 (Allowability, Procurement, Time and Effort …. |  | FIDUCIARY RESPONSIBILITY – Indicator 5.1.1aInternal Controls* 1. Evidence that Internal Controls required to be in

writing by 2 CFR Part 2001. Written Allowability Procedures - 2 CFR§200.302(b)(7)……………… |
| FIDUCIARY RESPONSIBILITY – Indicator 5.1bExpenditures |  | FIDUCIARY RESPONSIBILITY – Indicator 5.1bExpenditures 1. Evidence that the LEA maintains accounting records that are supported by source documentation and costs are allowable under applicable laws and standards……….
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.1.1bExpenditures1. Copy of FY17 and FY18 Payroll & Expenditure

Detail Reports for every program organized by site, function and object (if applicable, with… |  | FIDUCIARY RESPONSIBILITY – Indicator 5.1.1cExpenditures1. Copy of Source Documentation for all requested expenditures (purchase orders, invoices, contracts/contract deliverables, agendas ……..
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.1.1dExpenditures1. Copy of FY17 and FY18 Time and Effort Records.
 |  | FIDUCIARY RESPONSIBILITY – Indicator 5.1.1eExpenditures1. Copy of special approval documentation (capital expenses, etc).
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.1.1fExpenditures1. Evidence that the Special Education Director’s salary is above the QBE allotment.
 |  | FIDUCIARY RESPONSIBILITY – Indicator 5.1.1gExpenditures1. Copy of A-133 audit reports for two years.
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| FIDUCIARY RESPONSIBILITY – Indicator 5.1.1hExpenditures1. Copy of Resource Allocation Method/Plan (RAMP) to meet Title I supplement not supplant.
 |  | FIDUCIARY RESPONSIBILITY – Indicator 5.1.1iExpenditures1. Copy of FY17 Completion Report and FY17 general ledger for each federal program.
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.1.1jExpenditures1. Copy of completed class size reduction worksheet and

teacher/grade level/content area schedule (if applicable) |  | FIDUCIARY RESPONSIBILITY – Indicator 5.21. Inventory Internal Controls
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.2aInventory Internal Controls* + - * 1. Evidence that all LEA inventory internal controls required to be in writing by 2 CFR Part 200 are present and meet requirement for…….
 |  | FIDUCIARY RESPONSIBILITY – Indicator 5.2.2aInventory Internal Controlsa. Written Procedures for Managing Equipment -§200.313(d) |
| FIDUCIARY RESPONSIBILITY – Indicator 5.2.2aInventory Management |  | FIDUCIARY RESPONSIBILITY – Indicator 5.2aInventory Management1. Evidence that the LEA manages equipment in a way that meets the following conditions

1. Use of the equipment for authorized purposes |
| FIDUCIARY RESPONSIBILITY – Indicator 5.2.2.1Inventory Management1. Copies of all purchase orders documenting purchases of equipment with federal funds. |  | FIDUCIARY RESPONSIBILITY – Indicator 5.2.2.2Inventory Management * + - 1. Copy of inventory records with all required components.
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.2.2.3Inventory Management * + - 1. Records/logs of dates that physical inventories were conducted at LEA and schools with date, and signatures of person conducting inventory.
 |  | FIDUCIARY RESPONSIBILITY – Indicator 5.2.2.4Inventory Management 1. Copy of District Equipment Disposition Policy.
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.3Cash Management-Drawdowns |  | FIDUCIARY RESPONSIBILITY – Indicator 5.3aCash Management-Drawdowns1. Evidence that all LEA cash management internal controls specific to the drawdown of funds required to be in writing by 2 CFR Part 200 are present and meet………
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| FIDUCIARY RESPONSIBILITY – Indicator 5.3.3aCash Management-Drawdowns* + - * 1. Written Cash Management Procedures -

§200.313(b)(6) |  | FIDUCIARY RESPONSIBILITY – Indicator 5.3bDrawdown Records1. Evidence that LEA minimizes the time elapsing between the transfer of funds and disbursement by the grantee or subgrantee……………….
 |
| FIDUCIARY RESPONSIBILITY – Indicator 5.3.3bDrawdown Records1. Copies of all FY18 DE0147s for every federal program with supporting accounting records

 Title I, Part A; Title I, Part C; Title I, Part, D;….......... |  | INDIVIDUAL FED PROGRAMS– Indicator 6Title I, Part A – Within District Allocations General LEA Selection & Allocation Requirements |
| INDIVIDUAL FED PROGRAMS– Indicator 6.1Title I, Part A – Within District Allocations General LEA Selection & Allocation Requirements1. The LEA complies with the requirements with regard to:………………..
 |  | INDIVIDUAL FED PROGRAMS– Indicator 6.1.1aTitle I, Part A – Within District AllocationsGeneral LEA Selection & Allocation Requirements1. Documentation, if applicable, that the LEA has a waiver of requirements for the determination of……………….
 |
| INDIVIDUAL FED PROGRAMS– Indicator 6.1.1bTitle I, Part A – Within District Allocations General LEA Selection & Allocation Requirements1. LEA provides copy of free/reduced lunch count and directed certified report from the……………...
 |  | INDIVIDUAL FED PROGRAMS– Indicator 6.1.1cTitle I, Part A – Within District Allocations General LEA Selection & Allocation Requirements1. LEA provides documentation for residential treatment facilities (previously called Senate…………………
 |
| INDIVIDUAL FED PROGRAMS– Indicator 6.2Title I, Part A – Within District Allocations Rank Ordering & Allocation Procedures |  | INDIVIDUAL FED PROGRAMS– Indicator 6.2Title I, Part A – Within District Allocations Rank Ordering & Allocation Procedures1. The LEA has procedure(s) to ensure that it meets requirements related to rank order.
 |
| INDIVIDUAL FED PROGRAMS– Indicator 6.2.2aTitle I, Part A – Within District Allocations Rank Ordering & Allocation Procedures1. Copy of written procedures for identifying eligible students.
 |  | INDIVIDUAL FED PROGRAMS– Indicator 6.2.2bTitle I, Part A – Within District Allocations Rank Ordering & Allocation Procedures1. List of students by each content area served in rank order according to multiple, educationally.
 |
| INDIVIDUAL FED PROGRAMS– Indicator 6.3Title I, Part A – Within District Allocations LEA Reservation of Funds |  | INDIVIDUAL FED PROGRAMS– Indicator 6.3Title I, Part A – Within District Allocations LEA Reservation of Funds1. The LEA has procedure(s) to ensure that it meets reservation requirements annually.
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| INDIVIDUAL FED PROGRAMS– Indicator 6.3.3aTitle I, Part A – Within District Allocations LEA Reservation of Funds Evidence that:a. The LEA has procedures to ensure that it has correctly calculated the amount of …. |  | INDIVIDUAL FED PROGRAMS– Indicator 6.4Title I, Part A – Within District Allocations Equitable Services for Private School Participants |
| INDIVIDUAL FED PROGRAMS– Indicator 6.4Title I, Part A – Within District Allocations Equitable Services for Private School Participants 4. The LEA has procedure(s) to ensure that it has correctly calculated the amount ……. |  | INDIVIDUAL FED PROGRAMS– Indicator 6.4.4Title I, Part A – Within District Allocations Equitable Services for Private School Participants 4. Evidence that the LEA has written procedures to ensure that it has correctly calculated the…. |
| INDIVIDUAL FED PROGRAMS– Indicator 6.4.4aTitle I, Part A – Within District Allocations Equitable Services for Private School Participants 1. Amount reserved for parent and family engagement--Families of private school.….
 |  | INDIVIDUAL FED PROGRAMS– Indicator 6.4.4bTitle I, Part A – Within District Allocations Equitable Services for Private School Participants1. Amount reserved for administrative costs for private school equitable services.
 |
| INDIVIDUAL FED PROGRAMS– Indicator 6.4.4cTitle I, Part A – Within District Allocations Equitable Services for Private School Participants 1. Amount reserved for instructional and professional development services……………………………
 |  | INDIVIDUAL FED PROGRAMS– Indicator 7Title I, Part A – Notice to Parents |

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| INDIVIDUAL FED PROGRAMS– Indicator 7.1Title I, Part A – Notice to Parents1. Notification in English and in a format and language the parents can understand.
 |  | INDIVIDUAL FED PROGRAMS– Indicator 7.1i-viiTitle I, Part A – Notice to ParentsEvidence of distribution of notification using at least one of the following methods… |
| INDIVIDUAL FED PROGRAMS– Indicator 8.1Title I, Part A – Parent & Family EngagementMeaningful Consultation with Parents, Families….Evidence of input into the School Parent and Family Engagement Policy, School-Parent Compacts, Building School Staff Capacity, if applicable, 1% set-aside for parent and family engagement activities |  | INDIVIDUAL FED PROGRAMS– Indicator 8.1a-dTitle I, Part A – Parent & Family EngagementMeaningful Consultation with Parents, Families….District-developed monitoring checklist of Title I Schools’ required documentation or the GaDOE Checklist for Input (8.1a-d) |

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| INDIVIDUAL FED PROGRAMS– Indicator 8.1iTitle I, Part A – Parent & Family EngagementMeaningful Consultation with Parents, Families….Recommended Primary Method:i. In-person or online meetings |  | INDIVIDUAL FED PROGRAMS– Indicator 8.1ii-ivTitle I, Part A – Parent & Family EngagementMeaningful Consultation with Parents, Families….ii-iv. Suggested Secondary Methods to reach parents who could not attend the in-person or online meetings… |

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| INDIVIDUAL FED PROGRAMS– Indicator 8.2Title I, Part A – Parent & Family EngagementLEA Technical Assistant to SchoolsCopy of its written procedures on how it will deliver technical assistance to schools in planning and implementing effective parent and family engagement practices… |  | INDIVIDUAL FED PROGRAMS– Indicator 8.2i-iiiTitle I, Part A – Parent & Family EngagementLEA Technical Assistant to SchoolsMore than one meeting with the dated meeting agendas and dated sign-in sheets with….… |
| INDIVIDUAL FED PROGRAMS– Indicator 8.3Title I, Part A – Parent & Family EngagementDistribution in Multiple Ways & Accessibility |  | INDIVIDUAL FED PROGRAMS– Indicator 8.3a-cTitle I, Part A – Parent & Family EngagementDistribution in Multiple Ways & AccessibilityDistrict-developed monitoring checklist or the GaDOE Checklist for Distribution of LEA/District Parent and Family Engagement Policy, School Parent and Family Engagement Policy, and School-Parent Compact by November 1st |
| INDIVIDUAL FED PROGRAMS– Indicator 8.3iTitle I, Part A – Parent & Family EngagementDistribution in Multiple Ways & AccessibilityEvidence must include:i. Annual Title I Parent Meeting with… |  | INDIVIDUAL FED PROGRAMS– Indicator 8.3iiTitle I, Part A – Parent & Family EngagementDistribution in Multiple Ways & Accessibilityii. Another in-person meeting or an online meeting on a different day or time than the Annual Title I Meeting… |
| INDIVIDUAL FED PROGRAMS– Indicator 8.3Title I, Part A – Parent & Family EngagementDistribution in Multiple Ways & AccessibilityFor School-Parent Compacts, samples of completed signatures sheets or sections signed and dated by November 1st… |  | INDIVIDUAL FED PROGRAMS– Indicator 8.4Title I, Part A – Parent & Family EngagementSchool Parent & Family Engagement Policy/Plan |
| INDIVIDUAL FED PROGRAMS– Indicator 8.4Title I, Part A – Parent & Family EngagementSchool Parent & Family Engagement Policy/PlanThe LEA / School must provide evidence that the School Parent and Family Engagement includes all required content components… |  | INDIVIDUAL FED PROGRAMS– Indicator 8.5Title I, Part A – Parent & Family EngagementSchool-Parent Compact |
| INDIVIDUAL FED PROGRAMS– Indicator 8.5i-viTitle I, Part A – Parent & Family EngagementSchool Parent CompactEvidence of content that the school-parent compact includes all required content components… |  | INDIVIDUAL FED PROGRAMS– Indicator 8.5viiTitle I, Part A – Parent & Family EngagementSchool-Parent CompactSection of the school-parent compact or a separate signature sheet… to sign and date in agreement of the compact… |
| INDIVIDUAL FED PROGRAMS– Indicator 8.6Title I, Part A – Parent & Family EngagementBuilding Capacity |  | INDIVIDUAL FED PROGRAMS– Indicator 8.6aTitle I, Part A – Parent & Family EngagementBuilding Capacity of **School Staff**District-developed monitoring checklist of Title I Schools’ required documentation or the GaDOE Checklist for Building Capacity of **School Staff** |

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| INDIVIDUAL FED PROGRAMS– Indicator 8.6a.iTitle I, Part A – Parent & Family EngagementBuilding Capacity of **School Staff**i. School Staff Capacity - At least 2 or more options per semester… in-person or online faculty meetings as primary method of building school staff capacity….. |  | INDIVIDUAL FED PROGRAMS– Indicator 8.6a.iiTitle I, Part A – Parent & Family EngagementBuilding Capacity of **School Staff**ii. School Staff Capacity - Continuous communications with faculty such as emails with links to articles… |
| INDIVIDUAL FED PROGRAMS– Indicator 8.6bTitle I, Part A – Parent & Family EngagementBuilding Capacity of **Parents**District-developed monitoring checklist of Title I Schools’ required documentation or the GaDOE Checklist for Building Capacity of **Parents** |  | INDIVIDUAL FED PROGRAMS– Indicator 8.6b.iTitle I, Part A – Parent & Family EngagementBuilding Capacity of **Parents**i. Parent Capacity - In-Person meeting such as the Annual Title I meeting or online options as the primary method… |
| INDIVIDUAL FED PROGRAMS– Indicator 8.6b.iiTitle I, Part A – Parent & Family EngagementBuilding Capacity of **Parents**ii. Parent Capacity - Continuous communications with parents such as using the parent portal, social media postings… |  |  |
| **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence of LEA tracking status of schools in relation to school improvement.
 |  | **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that the LEA has provided written guidance and technical support to schools in developing, revising, implementing and coordinating targeted assistance, school-wide and school improvement plans.
 |
| **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. LEA Assurances.
 |  | **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that the LEA provides assistance to schools in analyzing data from the State assessment system and other examples of student work to identify and develop solutions to problems….
 |
| **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that the LEA provides assistance to schools identified as Priority or Focus Schools, including implementing required actions.
 |  | **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that the LEA/school has designed teacher professional development to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs.
 |
| **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that where a school is both a school-wide school and a school identified for improvement and develops a single plan….
 |  | **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that School Improvement Grant has been approved.
 |
| **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence that the LEA and schools use school level data to make decisions about the use of 1003(a) funds for school improvement.
 |  | **9. SCHOOL IMPROVEMENT 1003(a) (84.010)**1. Evidence of the process the LEA uses for monitoring or reviewing how schools are using section 1003(a) funds to ensure the on-going quality of school improvement activities.
 |
| **10. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)**1. LEA Assurances. |  | **10. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)**1. Evidence that the LEA/school has designed teacher professional learning to ensure that teacher learning opportunities are sustained, job-embedded, collaborative, data-driven, and focused on student instructional needs….
 |
| **10. SCHOOL IMPROVEMENT 1003(g) SIG (84.377)**1. Evidence that School Improvement Grant has been approved.
 |  | **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEA:
2. Describes services provided for homeless children and youth. The LEA provides evidence of funds reserved under Title I, Part A.
3. Provides comparable Title I, Part A services….
 |
| **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEA Plan under Section 1112 is coordinated with the McKinney-Vento Act.
 |  | **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEA has written procedures for the education of homeless children and youth that identify and remove any barriers. The written procedures must include….
 |
| **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**4. The LEA records the schools in which homeless children and unaccompanied youth experiencing homelessness are enrolled. |  | **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEA designates a liaison for homeless children and youth that has sufficient training, resources and time to carry out the duties of the Act.
 |
| **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEA has procedures for providing awareness and contact information of Homeless Liaison to parents, guardians, and all school personnel.
 |  | **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. LEA shall ensure that parents or guardians are fully informed of all transportation services, including to and from school of origin, and that appropriate assistance to access transportation is provided.
 |
| **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEAs shall provide services comparable to services offered to all children in the district including, but not limited to, programs for Title I, special education, English language learners, gifted and talented, vocational/technical, and before and after….
 |  | **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. LEAs will collaborate with state, local, non-profit and social service agencies or programs to ensure that services are available for homeless children and youth.
 |
| **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. The LEA shall identify the educational needs of the homeless children and youth, including unaccompanied youth.
 |  | **11. SERVICES FOR HOMELESS CHILDREN AND YOUTH**1. LEA is required to conduct an annual evaluation of the effectiveness of local grant funded services.

**(N/A for first-time grantees in their first year.)** |
| **12. SERVICES FOR FOSTER CARE CHILDREN**1. The LEA designates a point of contact if the corresponding child welfare agency notifies the local educational agency, in writing, that the agency has designated an employee to serve as a point of contact for the local educational agency.
 |  | **12. SERVICES FOR FOSTER CARE CHILDREN**1. The LEA develops and implements clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged, and funded for the duration of the time is foster care.
 |
| **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA describes the services provided for neglected and delinquent children.
 |  | **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA identifies children in local institutions for neglected and delinquent children.
 |
| **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA describes Title I services and educational programs that are year round.
 |  | **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA provides high quality instruction grounded on evidence-based research.
 |
| **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA provides special education services as needed.
 |  | **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA consults with institutions regarding educational plans and budget.
 |
| **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior.
 |  | **13. SERVICES FOR NEGLECTED AND DELINQUENT CHILDREN (Neglected Set-Aside)**1. The LEA verifies the authenticity of neglected facilities in the LEA.
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA annually surveys delinquent institutions.

The LEA completes an annual data report. |  | **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA collects and uses data to drive planning and instruction.
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA creates program specific evaluation reports that include the Title I, Part D, Subpart 2 Program.
 |  | **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA ensures that LEA programs for eligible students meet all requirements. The LEA application and supporting documents address the 13 application elements including assurances and descriptions.
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA provides high quality instruction grounded on evidence-based research.
 |  | **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA provides special education services as needed.
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA consults with institutions regarding educational plans and budgets.
 |  | **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA ensures that institutions implement a parental involvement plan in order to increase student achievement and, if appropriate, decrease delinquent behavior.
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA describes Title I services and educational programs that are year round.
 |  | **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA describes the process of  collaboration with the local facility  to provide services for children in  delinquent institutions.
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA accounts for Title I, Part D, Subpart 2 funds separately from other funds.
 |  | **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA maintains documentation of any formal agreements between an LEA, a Neglected or Delinquent facility or alternative school program governing the use of subpart 2 funds….
 |
| **14. PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN WHO ARE NEGLECTED, DELINQUENT, OR AT-RISK**1. The LEA provides evidence that the LEA or facility is implementing planned and approved activities.
 |  | **15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT**1. The LEA targets funds for specified activities, as required, in Sections 4107 - 4109.
 |
| **15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT**1. The LEA has an application, as required in Section 4106(e).
 |  | **15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT**1. The LEA reserves not more than 2 percent for the direct administrative costs of carrying out the LEA’s grant administration responsibilities.
 |
| **15. TITLE IV, PART A - STUDENT SUPPORT AND ACADEMIC ENRICHMENT**1. The LEA annually reports to the state how funds are being used and the degree to which the LEA has made progress toward meeting the objectives and outcomes described in its local plan for the use these funds.
 |  | **16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM**1. The LEA targets funds to schools for specified activities, and activities authorized in Section 5222.
 |
| **16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM** 1. The LEA has a required plan.
 |  | **16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM**1. The LEA complies with the restriction against supplanting. Funds shall be used to supplement, not supplant, any other federal, state, or local education funds.
 |
| **16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM**1. The LEA administers an assessment that is consistent with section 1111(b)(3).
 |  | **16. TITLE V, PART B- RURAL AND LOW-INCOME SCHOOLS PROGRAM**1. The LEA shall submit an Annual Evaluation Report reporting use of grant funds provided.
 |
| **17. TITLE II, PART A - SUPPORTING EFFECTIVE INSTRUCTION****17.1. Title II, Part A LEA Effectiveness Plan**Evidence that the LEA is monitoring the effectiveness of Title II, Part A grant funded activities in improving teaching, principal and school leader effectiveness as aligned with the purpose of the title. |  | **18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS****18.1 LEA Equity Action Plan**Evidence that the LEA is implementing its equity action plan for the two equity gaps and each corresponding equity intervention selected for improvement in the current fiscal year. |
| **18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS****18.2 Professional Qualifications**1. Evidence that the LEA ensures that paraprofessionals meet the professional qualifications required by the State on the day before ESSA was enacted (Paraprofessional certification or the equivalent.)
 |  | **18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS****18.2 Professional Qualifications**1. Evidence that the LEA ensures teachers meet state certification/ licensure requirements (GaPSC or minimum requirements determined by LEA in alignment with approved charter or SWSS application)
 |
| **18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS****18.2 Professional Qualifications**1. Evidence that the LEA provides parents notification in a timely manner if the student has been assigned, or has been taught for 4 or more consecutive weeks by a teacher who does not meet applicable State….
 |  | **18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS****18.3 Parents’ Right to Know Notification**Evidence that the LEA notifies parents of their “Right to Know” the professional qualifications of their child’s teachers and paraprofessionals. Notifications meet the requirements outlined in the FY18 GaDOE Professional…. |
| **18. ESSA: EQUITY AND PROFESSIONAL QUALIFICATIONS****18.4 Professional Learning Goals/Plans**Evidence that the LEA ensures teachers and administrators initiate professional goals/plans for applicable teachers. |  | **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence that the LEA follows standardized statewide entrance and exit procedures.
 |
| **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence that all potential English learners are screened for such status within 30 days of enrollment.
 |  | **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence that the LEA's Title III language programs are effective and demonstrate successes in increasing the English language...
 |
| **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence of the LEA staff...
2. designed to improve the instruction and assessment of ELs;
 |  | **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence of the LEA staff…
2. designed to enhance the ability of such teachers, principals and other school leaders to...
 |
| **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence of the LEA staff...
2. effective in increasing ELs’ English proficiency or substantially increasing the subject matter…
 |  | **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence of the LEA staff...
2. of sufficient intensity and duration (does not include one-day workshops and conferences)…
 |
| **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence that:
2. The LEA performs EL parent, family and community engagement activities supplementary to...
 |  | **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence that:
2. If activities are held in coordination with Title I EL engagement and outreach, the LEA ensures that…
 |
| **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Title III Parent Interview data.
 |  | **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. Evidence that the LEA performs its annual Title III program report on the activities conducted and children served under Title III in the LEA.
 |
| **19. TITLE III, PART A - LANGUAGE INSTRUCTION FOR ENGLISH LEARNERS (EL) AND IMMIGRANT (IMM) STUDENTS**1. For LEAs receiving *Immigrant* funding: Evidence that the LEA expends immigrant funds in compliance with SEC. 3115(e).
 |  | **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that student enrollment, withdrawal, demographic, academic, and health data are reviewed, entered and updated in the LEA student information system according to information…
 |
| **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that the LEA has sent and/or received education and health data involving children migrating either in or out of state, country. Evidence of use of the MSIX…
 |  | **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that the LEA has ID & R certified staff or operational procedures in place to carry out identification and recruitment functions (including the use of the Occupational Survey)…
 |
| **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that the migrant students identified on the LEA Priority for Services (PFS) reports, supplied by the state or regional Migrant Education Program office, are being provided the opportunity for…
 |  | **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that the LEA plans for and consistently monitors its migrant students (K-12, OSY, and DO) to ensure that their needs are being met by all applicable LEA instructional and/or support...
 |
| **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that the LEA consults with a migrant PAC on the planning, implementation, and evaluation of its migrant program and projects of one school year in duration and evidence that...
 |  | **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. Evidence that migrant education program staff or other LEA staff, if applicable, attended required Migrant Education Program training provided by the Department, or other non-local...
 |
| **20. TITLE I, PART C - EDUCATION OF MIGRATORY CHILDREN (MEP) SERVICES**1. The LEA evaluates and improves the effectiveness of the migrant program (on-going and annually) using the same approaches and standards that are used to assess the…
 |  | **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. The LEA completes CEIS tab if applicable, has CEIS plan, and reserves the required 15% for 611 and 619 CEIS funds within the grant period.
 |
| **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. CEIS funds are used for allowable activities and intervention services for K-12 regular education students.
 |  | **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. The LEA has timely and accurately reported to the State the number of students who received CEIS services and the number of students who were placed in special education.
 |
| **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. The LEA expended any and all unspent CEIS required funds during the fiscal year directly following the initial CEIS requirement year.
 |  | **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. If the LEA applies for use of the High Cost Grant, it must be for students with disabilities with costs more than three times the average statewide regular education pupil expenses.
 |
| **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. The reported costs are allowable and due to excess costs of direct special education and related services identified in the student’s IEP.
 |  | **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. LEA ensures that high cost funds will not be used to pay costs otherwise reimbursed by the Medicaid program.
 |
| **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. LEA ensures high cost funds are not used for administrative purposes.
 |  | **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. LEA ensures all costs are proportional to personnel working with the student and the class as a whole.
 |
| **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. The LEA shall conduct annually the Excess Cost calculation for base and final calculations.
3. The LEA monitors and maintains Excess Cost documentation.
 |  | **21. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA) – FISCAL INDICATORS**1. Evidence that:
2. The LEA received prior approval from the SEA for equipment purchases.
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Access Sheet** (Includes name, date, and purpose of review)
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Parental Consent for Evaluation** (Includes areas to be tested) Documentation that Parents’
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Eligibility or Redetermination**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Re-evaluation/Redetermination Process**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **IEP Annual Review Meeting Notification** (Includes time, purpose, location) At age 18, student and parent gets the Notice.
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **IEP Annual Review Meeting**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Present Levels of Academic Achievement and Functional Performance**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Consideration of Special Factors**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Transition Services Plan (by age 16 or ninth grade, whichever comes first)**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Measurable Annual Goals and/or Short-term Objectives**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Student Supports for Academic and Nonacademic Activities**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Participation in Assessments/ Accommodations**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Special Education Related Services**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Extended School Year**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Parental Consent for Placement**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Prior Notice to Parents**
 |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Parental Rights**
 |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Eligibility or Redetermination**

The evaluation team considered progress monitoring data reflecting student progress over time. |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Re-evaluation/Redetermination Process**

Supports and/or interventions were identified for the student if no longer eligible |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Present Levels of Academic Achievement and Functional Performance**

Student’s current state and district assessments indicate progress from the previous year |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence of all required components:
2. **Consideration of Special Factors**

The student made progress on targeted behaviors after implementation of Positive behavior interventions and supports… |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Transition Services Plan (by age 16 or ninth grade, whichever comes first)**

Student’s post-secondary goals are aligned with the outcome of the transition assessment |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Measurable Annual Goals and/or Short-term Objectives**

The student made progress towards his/her goals and objectives… |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Student Supports Services for Academic and Nonacademic Activities**

Accommodations enable the student to make progress in the general education curriculum… |
| **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Special Education/Related Services**

The student is making progress in the current placement… |  | **22. INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)**1. Evidence that:
2. **Extended School Year**

The student met his/her ESY goals and objectives |
|  |  |  |
|  |  |  |
|  |  |  |