

Alabama State Department of Education



Request for Proposal

RFP ALSDE 2024-07

STUDENT INFORMATION SYSTEMS

Alabama State Department of Education

Executive Section

Note: FAXED OR E-MAILED PROPOSALS WILL NOT BE ACCEPTED.

Inquiries and response submissions related to this RFP are to be addressed to:

Cindy Gillespie

Office of Operations

Alabama State Department of Education

50 N. Ripley Street, Room P305

Gordon Persons Building

Montgomery, AL 36104

Email: cgillespie@alsde.edu

Deadline:

Proposals must be received no later than 4:00 p.m. on March 29, 2024.

It is required that each vendor clearly mark the envelope RFP ALSDE 2024-07 in the lower left corner of the envelope (Response packages that are not marked will be rejected).

The proposal package must contain the following:

1. **Original proposal plus five copies** with original signatures (The proposal must be signed by an official authorized to legally bind the vendor to the information provided). **One (1) electronic copy** on a USB flash drive in MS Word format.
2. Must be currently registered with The Alabama Department of Finance, Division of Purchasing as a State Vendor and provide vendor number. <http://www.purchasing.alabama.gov>
3. The vendor must complete the affidavit for business entity/employer/vendor. Verification of enrollment in E-verify should be presented on the form found in Appendix A.

Proposal Opening

April 1, 2024

9:00 am

Gordon Persons Building, Zeke Conference Room

50 North Ripley Street

Montgomery, AL 36104

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Section 1.00 Administrative Overview

1.1 Purpose and Background

Purpose: The Alabama State Department of Education (ALSDE) is soliciting proposals for a Student Information and Management System vendor hosted scalable and secured solution. ALSDE is soliciting proposals from qualified software firms to provide a comprehensive, fully integrated, operational Student Information System (SIS) and education business administrative functions that will meet the information needs over the next ten years. A qualified firm is defined as a vendor with multiple years of experience with completed state-wide implementations. ALSDE is seeking an interested company that can provide solutions to address current and future SIS needs. The successful firm shall meet the terms and conditions set forth in this document and all attachments. This RFP requires vendors to submit technical and cost proposals that clearly delineate the vendor's plan for delivering products and services for multiple years.

The RFP includes requirements for all areas encompassing student information and reporting (e.g., student records, registration, scheduling, hosting, testing and assessment results, grades, attendance, state compliance needs and health records). Additional areas to be included are Special Education, 504 and EL compliance records, Professional development documentation and staff transcription, learning management system that fully integrates with the proposed SIS, and analytics suite that includes students plans and interventions that encompass a whole student profile. The ALSDE expects vendors to deliver a solution that will result in no loss of functionality from current SIS functionality.

Background:

The ALSDE serves over 740,000 students across the State in various schools and institutions, pre-K through adult.

ALSDE expects to consider only providers that demonstrate forward-thinking solutions that will sustain the State well into the future.

The SIS must provide functionality to support classroom, school, community, administration and student records administrative functions appropriate for a PK-12 school district. The application system is required to be an existing, integrated software system that incorporates the operational functions described in this RFP.

Vendors are asked to submit a recommended implementation plan and specify the areas where services will be provided as well as clearly specifying the responsibility areas of the ALSDE project team. Implementation plans may include but are not limited to; software installation and configuration, data conversions, interface development, training and implementation support and management. The ALSDE is interested in vendor recommendations on how best to ensure project success, knowledge transfer and positive system acceptance.

To control the cost of the system, the ALSDE will make every reasonable attempt to use the software as proposed without modification. However, the proposal must contain an estimated modification cost based on experience with other customers. The requirements contained in this RFP represent the ALSDE's vision of an integrated system. As such, we realize that the

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requirements may exceed the offerings currently available in the marketplace. For this reason, proposals will be evaluated in their entirety with attention to immediate functionality as well as flexibility to accommodate changing requirements and technology.

Proposals should clearly delineate how the software system can best satisfy the stated requirements of the ALSDE and how the implementation approach will minimize the risk of delayed implementation.

The ALSDE's objectives are to increase productivity and maintain accuracy and consistency with a greater emphasis on monitoring, analyzing and reporting of student information by:

- Ensuring accurate reporting to the ALSDE to maintain individual-level data including student demographics, course data, discipline, assessments, staff assignments, special education, health, and other data for state and federal reporting. Demonstrated success of this requirement must be shown.
- Utilizing state-of-the-art technology involving data communications and computer hardware and software.
- Utilizing software that is fully integrated and has the ability to expand in the future.
- Utilizing software that has an in-depth reporting capability for both "canned" and ad hoc reporting.
- Reducing the amount of manual and repetitive data entry.
- Achieving faster entry of data, quick access to information and online reporting capabilities.
- Producing timely reports including ad hoc reports without the need for extensive report generation training, or continual internal support or vendor support.
- Utilizing software that is functional for use by the central office and all non-central administrative and program entities.
- Utilizing vendor services of providing the software and all necessary consulting support to install, test, train and implement the new system.
- Real time viewing of data from the State level along with a data warehouse of the data for monitoring, analysis, and reporting including USDoE EDEN reporting.

ALSDE desires to begin planning, implementation (to include data migration of current and archive data), staff training throughout the implementation, and plans to go live with the awarded vendor solution for the Student Information System State-wide by fall 2024 but welcomes recommendations for proven and successful implementation calendar.

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1.2 Anticipated Time Table (may be amended at the discretion if the ALSDE)

| | |
|----------------|------------------------------|
| March 29, 2024 | Proposal Submission Deadline |
| March 14, 2024 | Question Submission Deadline |
| March 15, 2024 | Question Responses Due |
| April 1, 2024 | Bid Opening |

All questions and the ALSDE response to those questions can be found at the following website:

www.alabamaachieves.org

1.3 Proposal Evaluation

An Evaluation Team will review the proposals and make a recommendation. The criteria listed below will be used to evaluate the proposals for the purpose of ranking them in relative position based on how fully each proposal meets the requirements of this RFP.

Evaluation Criteria:

Vendor qualifications and experience 35 points

- | |
|---|
| <ul style="list-style-type: none">• Vendor meets the mandatory minimum qualifications and provides an organizational structure and overall management plan for the ALSDE state assessment program.• Vendor provides narrative of experience and at least three references. |
|---|

Budget Proposal 30 points

- | |
|---|
| <ul style="list-style-type: none">• Vendor provides a cost proposal that is technically sound, cost-effective, includes cost options, and clearly delineates the reasonableness for each required activity and deliverable. |
|---|

Detailed description and delivery of training materials, presentations, and/or modules 35 points

- | |
|---|
| <ul style="list-style-type: none">• Vendor demonstrates technically sound methodologies to manage continued development, including new content development as necessary aligning with ALSDE state and Federal standards.• Vendor provides a clear solution, capacity, and tools to manage and implement the system, including but not limited to, enrollment, delivery, student and user management, system security, upgrades, user interface interoperability and embedded usability, and accessibility and accommodations features.• Vendor provides documentation for solutions and procedures to manage and implement training, and quality control to accommodate specified reporting timelines.• Vendor demonstrates solutions to produce data files, individual student reports, group level reports.• Vendor demonstrates a method and schedule to ensure timely delivery of high-quality ancillary materials and supports including manuals, training meetings, and modules, and help desk services to ensure uniform statewide administration of the platform. |
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Best and Final Offers:

The ALSDE may either accept a vendor's initial proposal by award of a contract or enter into discussions with vendors whose proposals are deemed to be reasonably acceptable consideration for award. After discussions are concluded, a vendor may be allowed to submit a "Best and Final Offer" for consideration in a manner and method prescribed by the ALSDE. By submitting a proposal each vendor accepts and agrees to all conditions and requirements herein.

The ALSDE will make all decisions regarding evaluation of the proposal. The ALSDE reserves the right to judge and determine whether a request is compliant with and has satisfactorily met the requirements of the RFP. The ALSDE reserves the right to waive technical and other defects if, in its judgment, the interest of the ALSDE so requires. Any further information disclosed about the RFP during this process will be provided to all vendors in a manner and method prescribed by the ALSDE.

For the purpose of verifying the contents of the proposal, the ALSDE may request additional information, vendor interviews, and content presentations or materials. Discussions may be conducted with vendors that submit proposals determined to be reasonably suitable of being selected for the purpose of clarifying and assuring full cooperation in meeting the required terms. The ALSDE reserves the right to reject at its sole discretion the proposals it deems non-cooperative proposals.

Rejection of Proposal:

ALSDE reserves the right to reject any or all proposals which are deemed to be non-responsive, late in submission, or unsatisfactory in any way. ALSDE shall have no obligation to award a contract for work, goods and/or services as a result of this RFP.

Qualified bidders aggrieved in connection with the with the solicitation of a contract may protest to the Chief Procurement Officer. See generally State of Alabama Department of Finance Administrative Code Regulations at <https://finance.alabama.gov/media/rnii4ga1/administrative-code-355-4-1-01-thru-06.pdf>.

Confidentiality:

All information contained in the RFP is considered to be the exclusive property of the ALSDE. Recipients of this RFP are not to disclose any information contained within the RFP unless such information is publically available. This RFP is provided for the sole purpose of allowing Vendors to respond to these specifications.

Selection Process:

The ALSDE will select the vendor that provides the most technically sound and cost-effective proposal that best fits the needs of the ALSDE. Final selection of the successful vendor will not be based solely on cost. The vendor product will be evaluated primarily on the scope of the activities linked to associated costs as detailed in the RFP. RFPs will be reviewed to ascertain that minimum requirements have been met. The ALSDE reserves the right to conduct discussions with potential vendors in order to clarify information contained in their proposals, but the ALSDE has no obligation to do so. The vendor will provide notice to the ALSDE any partnership with another firm to provide parts of the solution; however, the vendor must provide management of the partner and is responsible for all project performance. Any subcontractor or partner will be subject to the same vetting process as the vendor, and the vendor is responsible for ensuring that each subcontractor acknowledges and is contractually bound by the staffing plan and other commitments listed in this RFP.

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Unless provided by law, nothing in this RFP shall be construed to create any legal obligation on the part of ALSDE or any respondents. ALSDE reserves the right, in its sole discretion, to amend, suspend, terminate, or reissue the RFP in whole or in part, at any stage. In no event shall ALSDE be liable to respondents for any cost or damages incurred in connection with the RFP process, including, but not limited to, any and all costs of preparing a response to this RFP or any other costs incurred in reliance on this RFP. No respondent shall be entitled to repayment from ALSDE for any costs, expenses, or fees related to the RFP. All supporting documentation submitted in response to the RFP will become the property of the ALSDE. Respondents may also withdraw their interest in the RFP, in writing, at any point in time, as more information becomes known. If, within the confines of this RFP, the vendor provides intellectual property be it understood that all RFP contents are subject to Open Records Act laws and thus are subsequently in the public domain.

Intent to Award

Division of Procurement will send out an intent to award to participating suppliers, defining the protest period. The CPO, Chief Procurement Officer, is the awarding authority and as such is a signatory on the agreement/contract.

Disclaimer Notice:

The ALSDE shall not be liable for any costs associated with the preparation of proposals or negotiations of a contract incurred by any party.

Availability of Funds:

It is expressly understood and agreed that the obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be expended for these purposes.

1.4 Conditions and Terms

Term of Contract, Renewal, and Extension Option:

1. The contract resulting from this RFP is renewable for additional years pending written agreement of the vendor and ALSDE.
2. The vendor shall be fully prepared to commence work after full execution of the contract by parties and the receipt of required governmental approvals.
3. The initial contract period pursuant to this RFP shall be for a contract period of up to 12 months with an option to issue a second, third, fourth and fifth 12-month agreement under the pricing, terms and conditions established in the vendor's proposal and agreed upon by the ALSDE. Second, third, fourth and fifth 12- month contracts, if requested by the State and agreed upon by the vendor, would begin the day after the previous agreement expires. Any subsequent agreement must have the written approval of both the ALSDE and the vendor approximately 30 days before the expiration of the previous contract.
4. Prior to each renewal, ALSDE may subjectively consider the value of the contract to the state, the vendor's performance under the contract and other factors, including but not limited to:
5. If ALSDE determines changes to a contract document are required as a condition to renewal, the ALSDE and vendor will cooperate in good faith to evidence such required changes in an Amendment.

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6. ALSDE, at its sole option, may choose to exercise an extension for ninety (90) days beyond the final renewal option period, at the contract pricing rate. If this option is exercised, ALSDE, at its sole option, may choose to exercise subsequent ninety (90) day extensions, by mutual consent and at the contract pricing rate, to facilitate the finalization of related terms and conditions of a new award or as needed for transition to a new vendor.
7. It is expressly understood and agreed that the obligations of the ALSDE to proceed is conditioned upon the continued availability of funds that may be budgeted or available for these purposes.
8. The contract will commence pending Legislative Review Committee approval and Governor's signature.
9. Proposals should reference each element in the RFP by number on the cover of each copy and be arranged in the same sequence. Vendors must reply to each element of the RFP.

Legislative Changes

1. The content of this RFP is subject to legislative changes either by the federal or state government. If any changes occur prior to the submission deadline, then all vendors will have the opportunity to modify their proposals to reflect such changes by a date certain at the discretion of the ALSDE.
2. If any such changes occur after the submission deadline, then:
 - ALSDE reserves the right to negotiate modifications to the identified finalist and the vendor's proposal reflecting such legislative changes; and
 - ALSDE shall have no obligation to provide unsuccessful vendors with the opportunity to modify their submissions to reflect such legislative changes.

Mutual Responsibilities

1. ALSDE and vendor agree that:
 - neither party grants the other the right to use any trademarks, trade names, or other designations in any promotion or publication without express written consent by the other party;
 - this is a non-exclusive contract and each party is free to enter into similar agreements with others;
 - each party grants the other only the licenses and rights specified in the Contract Document and all other rights and interests are expressly reserved; and except as otherwise set forth herein, where approval, acceptance, consent, or similar action by either party is required under this contract, such action shall not be unreasonably delayed or withheld.

Rights in Data, Documents, and Computer Software

1. Any research, reports, studies, data, photographs, negatives or other documents, drawings, models, materials, or work product of any type, including drafts, prepared by the vendor in the performance of its obligations under the resulting contract shall be the exclusive property of the ALSDE. The vendor shall deliver all such products to the ALSDE upon completion, termination, or cancellation of the contract. The rights of the ALSDE with respect to such products shall include, but not be limited to, the right to copy, publish, display, transfer, prepare derivative works, or otherwise use such products.
2. The ALSDE shall be the owner of all licenses to third party proprietary operating and vendor software packages provided by vendor.

ALSDE's Reservation of Rights

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1. ALSDE reserves the right to:
 - reject any or all proposals received in response to the RFP;
 - withdraw the RFP at any time, at the agency's sole discretion;
 - make an award under the RFP in whole or in part;
 - disqualify any vendor whose conduct and/or proposal fails to conform to the requirements of the RFP;
 - seek clarifications of proposals;
 - overlook minor discrepancies;
 - use proposal information obtained through site visits, management interviews and state's investigation of a vendor's qualifications, experience, ability or financial standing, and any material or information submitted by the vendor in response to the agency's request for clarifying information during evaluation and/or selection under the RFP;
 - prior to the proposal opening, amend the RFP specification to correct errors or oversight, or to supply additional information, as it becomes available;
 - prior to the proposal opening, direct vendors to submit proposal modifications addressing subsequent RFP amendments;
 - change any of the scheduled dates;
 - waive any requirements that are not material;
 - negotiate with the vendor within the scope of the RFP in the best interests of the state;
 - conduct contract negotiations with the next responsible proposer, should the agency be unsuccessful in negotiating with the selected vendor;
 - utilize any or all ideas submitted in the proposals received;
 - unless otherwise specified in the solicitation, every offer is firm and not revocable for a period of 60 days from the proposal opening;
 - require clarification at any time during the procurement process and/or require correction of arithmetic or other apparent errors in order to assure a full and complete understanding of a vendor's proposal and/or to determine a vendor's compliance with the requirements of the solicitation; and to request best and final offers.

Considerations and Other Issues

1. Upon completion or termination of the contract awarded as a result of this RFP, the vendor will use its best efforts to assist ALSDE in completing a seamless transition to any successive vendor and/or ALSDE, including, but not be limited to, assisting ALSDE in developing and implementing a feasible transition plan in advance of the anticipated expiration, cancellation, or termination of the contract.
2. The vendor agrees to cooperate fully with any vendor and ALSDE and refrain from any activity that would interfere with the implementation of the transition plan and a seamless transition. The vendor shall provide all items, reports, materials, data, and equipment owned by ALSDE in the vendor's possession, and any information useful to and requested by ALSDE in developing an RFP for a vendor, prior to the expiration, cancellation, or termination of the contract.

Performance Penalty

1. Once completion dates are mutually agreed upon, and the vendor fails to perform any of the services and/or make deliveries within the time specified in the contract, or any extension period, the vendor shall pay the ALSDE the sum of 2.5% of the total annual contract per

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calendar day for failed or delayed services/deliveries. The vendor shall NOT be charged when delay in performance and/or delivery arises out of causes due to acts of the ALSDE.

2. Should the vendor see that it will not be able to meet a delivery date, the vendor may request an extension via written request. This request may or may not be granted at the discretion of the ALSDE. If written approval is granted by the ALSDE, liquidated damages will not be assessed for the duration of the extension. If an extension is granted any adjustments to the timeline, if necessary, shall be approved by the ALSDE.
3. Failure to correct any errors in materials or prevent disruptions that negatively alter the ability to administer or operate the system will be viewed as a violation of the contract, and the vendor will pay liquidated damages to the ALSDE in the amount of 5% of the total annual contract amount for each day during which the online, electronic, paper, print, or other document is incorrect until a corrected online, electronic, paper, print, or other document approved by the ALSDE is distributed by the vendor. ALSDE agrees that when liquidated damages become a possibility, it will expedite its responses and requirements in this regard in an effort to limit the amount of liquidated damages.

Privacy Considerations

- The vendor, vendor staff, subcontractors, and educators participating in any aspect of this project agrees to comply with all state and federal laws relating to student data and privacy, including the Family Educational Rights and Privacy Act (FERPA).
- The vendor shall be required to sign a FERPA Confidentiality Agreement upon awarding of contract.
- The vendor shall safeguard the confidentiality and integrity of all data received pursuant to this project, place limitations on its use, and maintain compliance with all applicable privacy laws.
- The vendor shall establish appropriate administrative, technical and physical safeguards to ensure the security and confidentiality of all student data.
- Multi-factor authentication
- Boundary management – for logins and monitoring.
- The vendor should include sample confidentiality agreements as an attachment to this proposal.
- In addition to FERPA the vendor agrees to comply with other Federal legislation with regards to student privacy to include but not limited to:
 - The Protection of Pupil Rights Amendment (PPRA)
 - Children’s Online Privacy Protection Act (COPPA)
 - Health Insurance Portability and Accountability Act of 1996 (HIPAA)
- The vendor will comply with the Privacy Act of 1974, 5 U.S.C. § 552a

Vendor Cooperation

1. The development, implementation, administration, and reporting required for the state testing program will require the coordination of activities between the vendor, the ALSDE, and other possible vendors providing services to the ALSDE either currently or in the future.
2. The vendor will be required to provide full cooperation when working with one or more of the parties involved in various aspects of the state testing program.
3. The vendor shall agree that during a transition, all products associated with this RFP shall be in a format readily accessible by other vendors that will not impede the efforts of the ALSDE or the new vendor to continue development and/or delay the continuation of the program.

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Section 2.00 Scope

2.1 Scope of Vendor's Work and Responsibilities

The requested proposals are for a comprehensive, fully integrated, operational Student Information System (SIS) and education business administration that will meet the information needs for the foreseeable future. ALSDE desires a single State centralized software system to handle core SIS processing, in addition to offering as many education business administration functions as possible with full integration and processing with the SIS.

Student Information Systems Functionality

ALSDE seeks to license student management software with highly integrated functionality including, but not limited to, the following areas:

- 3rd Party API integration
- Address Specifications (Automated)
- Analytics dashboard suite with comprehensive student profiles
- Assessments – (Tracking and Storage)
- Assignment notifications
- Assignments
- Athletes' eligibility
- At- Risk Monitoring
- Attendance (daily and period attendance, auto calculation of daily attendance from period attendance based on Alabama attendance business rules)
- Auditing monitoring and reporting
- Behavior recording and reporting
- Career-Tech Program and Credential Management
- Certifications tracking for Staff
- Charter Schools
- Civil Rights reporting (CRDC)
- Communications
- External (Automated)
- Internal (Automated)
- Intervention Plans (transfer with student across state)
- Compliance Reporting
- Contacts Management
- Customizable Alerts (workflows)
- Discipline
- District Student Identifier (unique)
- Document Attachment Capabilities and Storage
- EDEN data
- Electronic Announcements
- Employed and Non-employees by vendors
- Employee LMS
- Employee portal
- Enrollment (Regular and extended, multi district enrollment capabilities with student writeback)

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- capabilities)
- Faculty
- Fixed assets
- Foundational Wellness Tools
- Full Audit Logging / Tracking / Change History (field level reads and writes)
- Grade book
- Grade Reporting (traditional and standard models defined)
- Health (Nurse Logs, Medication tracking, Monitoring of health activities, screenings – mass entry, health concerns, health plan creation, immunization)
- Homeschool students attending approved courses/activities
- Lesson planning
- Master Scheduling
- Mobile and Device agnostic
- Online Course Requests
- Other System/Application/ Export File Integration
- Parent & Student Portal
- Personalized Learning
- Private school students receiving services
- Program History
- Query/ Report Tool
- Registration
- Scheduling
- School, District and State administration
- Special population management and services (Special Education, Gifted, EL, 504)
- Specialized Treatment Centers
- Staff Attendance Recording and Reporting
- Staff Professional Development Suite
- State Enrollment with unique State Student Identifiers (SSID)
- State Data Validation Suite with reporting and error correcting mechanisms
- Student Accountability
- Student Data
- Student LMS
- Student Plans (attachment upload capabilities & transfer with student data across state)
- Student Progress
- Student Scheduling
- Support & Training
- System Administration, Design, Operations
- Tiered Administration and Security
- Transcripts & Graduation Requirements
- Transfers
- Transportation plans
- Transportation routes
- Transportation services
- Truancy tracking and notification system to include truancy queuing with reporting and emailing functionality
- Vendor Management
- Virtual Programs
- Virtual Schools

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Services

ALSDE seeks to procure the following services as part of this project:

- Certified partner integrations
- Change management, including process re-engineering
- Cloud based services (Administration, Availability, Statistics)
- Customization Services
- Dashboards of data points
- Data conversion and migration from existing district and State systems
- Data warehouse
- Dedicated State Support
- Development and replacement of in-bound and out-bound interfaces using API or like services
- Easy to use – consistent and intuitive UX (User Experience)
- Education and student data effectiveness
- FAQ of system
- Federal compliance and USDOE compliance
- Implementation services, including system configuration
- Integration services
- Knowledge base of How to with ALSDE defined and District defined policy
- Predictable data comparisons dashboards
- Piloting and development environments
- Scalable
- SDLC methods
- Single Sign On
- Single Sign On providers integration
- Software maintenance and enhancement support
- Student achievement dashboards
- System documentation
- Testing
- Training and user support
- Transformative data dashboards

Requirements for the SIS Software

The system must provide capabilities that align with the functions described in RFP spreadsheet Appendix B. The completion of all sheets in this form is mandatory and it must be returned with your submission.

Project Deliverables

For purposes of this project, deliverables will be divided into three categories: Written Deliverables, Software Deliverables, and Non-Software Deliverables. Project deliverables, organized by category, are listed below:

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Written Deliverables

- Project work plan (ALSDE and vendor staff)
- Project organization chart (ALSDE and vendor staff)
- Recommendations for ALSDE roles & responsibilities
- Recommendations for project structure and decision-making framework
- Project communication plan
- Project status reports
- Risk and issue management plan
- Architectural design, including an Entity Relationship Design (ERD)
- Software change control process
- Software configuration plan
- Software configuration/design documentation
- Systems interface plan and design/capability
- Detailed testing plan and test scripts
- Data conversion plan and design
- Knowledge transfer plan
- Deployment plan
- Comprehensive training plan, materials, and curriculum
- Complete system use documentation
- “To Be” process maps illustrating how current daily processing will be completed in the SIS
- Complete end-user documentation, customized for ALSDE
- End-user support plan
- Technical support plan
- Application maintenance plan (including upgrades and compliance releases)
- List of minimum and maximum hardware requirements

Software Deliverables

- Baseline SIS software and licenses
- Fully configured SIS software with any customizations required to satisfy state, federal, or agreed upon ALSDE requirements (“Configuration” is defined as any tasks, including system set-up, which can be accomplished without any programming changes. “Customization” is defined as any changes in programming required.)
- Upgrade SIS software and licenses
- Future configuration, customization, outputs, and/or reports required by any potential state or federal legislation
- Functioning of new and existing in-bound and out-bound interfaces API or like services
- Fully tested data conversion programs with documented results for ALSDE signoff
- Provide recommended 3rd party software (any 3rd party software that cannot be provided due to licensing issues should be noted.)

Non-Software Deliverables

- Conduct project kick-off meeting
- Provide dedicated project manager / team
- Provide implementation leadership and guidance to ALSDE project team
- Conduct unit and system testing

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- Conduct integration testing
- Conduct volume/stress testing
- Support user acceptance testing
- Perform production tests
- Cutover to new software
- Conduct training
- Access to training and system administration material
- Conduct project close-out meeting
- Training
 - Vendor will establish and implement a training plan for system and school educators, administrators, and technology coordinators on all aspects of the program. The vendor should describe written materials, both face-to-face and online module training and other supports that may be developed to ensure that staff are prepared to function within the application environment.
 - This training should be specific to Alabama's needs and developed in collaboration with the ALSDE.
 - Both face-to-face and online trainings should be available throughout implementation.
 - On-going trainings should be conducted with LMS type e-training providing certification for new staff
 - Vendor will be required to develop other resource materials including: user guides, Frequently Asked Questions (FAQ).
 - The vendor shall provide its work plan for training and support. A schedule in table format should be provided identifying the topic, target audience and target dates.
 - Vendor policies, procedures and systems should exemplify user-friendliness and be intuitive to the extent possible.
 - The online modules and face-to-face presentations shall meet ADA standards and minimum of two-week review and approval by ALSDE staff prior to the training date.
- Software Implementation Training
 - Recommended training approach (i.e. instructor led vs. computer-based)
 - Training evaluation tools
 - Training coordination
 - Description of training materials and plans for revision
 - Training timeline
 - User certification / score for effectiveness of training
- Technology Director Training
 - Training on the operation and features of the system.
 - Training on the physical and electronic security of the platform, system requirements for implementing the platform and troubleshooting of technology issues at the school or system site.
 - May include a visual as well as oral presentation and may include other types of interactive technology.
 - Delivery method must be identified.
 - ALSDE reserves the right to preview each training session and webinar.
- Online Training Support
 - The vendor shall describe its plan to provide training and customer support. The description should include training with an easy to understand set of directions, including screenshots, for operating the online assessment software. The vendor may also include other beneficial training materials in its response such as e-learning modules and online tutorials for users.

BUSINESS AND TECHNICAL REQUIREMENTS

Vendor must confirm how your proposed solution meets the following requirements including any limitations towards service delivery, capability, or feature, and indicate if it is in a currently supported release (n) or

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minimally in the next release (n+1) to be made available prior to the Implementation Date. All requested information must be submitted with the proposal response.

STATEWIDE SOLUTION ARCHITECTURE

The scale of the proposed solution must deliver and implement statewide SIS capabilities for all districts within Alabama.

Provide your number of statewide implementations and the States implemented.

The proposed solution must provide a real-time data for state-level. This state-level data must be able to navigate the totality of SIS data to grant ALSDE real-time data visibility.

Based on your current design how will this requirement be met?

SERVICE LEVEL

The proposed solution must be capable of delivering to 99.9% availability. A Service Level Agreement (SLA) will be required within the finalized statement of work (SOW).

How does your architecture support this requirement? Include any agreements with third party hosting providers.

CUSTOMER SUPPORT

Tier-1 customer support must be provided between 6 AM and 6 PM CST, M-F.

How will your organization fulfill this requirement for the proposed solution.

PROJECT MANAGEMENT

The awarded vendor must provide a Project Manager for the duration of the project to work with the ALSDE Project Manager.

ALSDE requires the proposed Project Manager have prior experience managing large full-cycle IT projects with a minimum of five (5) years prior IT project management experience, to include at least one statewide SIS implementation project.

Provide resume of your proposed Project Manager.

STATEWIDE SOLUTION ARCHITECTURE

Describe how your proposed solution delivers a statewide implementation.

The State understands the myriad approaches to architecturally implementing a statewide solution. Your response should consider scale, statewide visibility, LEA and ALSDE administration, information security, and other factors inherent to an implementation of this size. Simple responses indicating local installations that could be linked together may be grounds for rejection.

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Describe the state-level user capabilities allowing for appropriately credentialed user-roles to view, navigate, administer, analyze, report, and communicate SIS data.

Include in your response how this is afforded to select ALSDE staff to engage all AL SIS data across all LEAs vs. data localized to each.

As an example, a school should have access to real-time school-level data, a LEA should have access to real-time LEA-level data, and the State should have access to real-time statewide data.

Describe your approach to cloud, web, and mobile methods of ensuring statewide access for all classes of users and roles.

Include explanations if function or data limitations exist between approaches, and if there is a plan to unify the user experience across all access methods.

Describe your proposed solution's approach to roles, role delineation, information security within those roles, and how that fits with logical breakdowns of responsibility at various levels, e.g., System Administrator, Site Administrator, Super User, User, Analyst, Read Only, etc., as defined within your currently supported release.

To support your response, submit a role and permission matrix of your currently supported release and ensure it clearly communicates State-level roles from District or Local School roles from Individual roles, such as Student or Parent.

Describe your approach to systems resiliency, and specifically elaborate how it pertains to redundancy and failover.

Describe your data storage model and how it affords independence in operation across locations yet maintains holistic data integrity for the State.

Describe your data processing model and how it manages load and latency during non-peak and peak times, e.g., start of day, off-hours, mass enrollment, end of class, end of year, etc.

Describe the branding capabilities within your proposed solution and limitations that ALSDE should be aware of.

STUDENT ENROLLMENT AND REGISTRATION

Describe how students are enrolled in the proposed solution in the following scenarios:

- a. Initial enrollment;
- b. Transferring to a school within the same LEA;
- c. Transferring to a school in a different LEA;
- d. Non-public students visiting one or more classes per day (e.g., home or private school)
- e. Non-enrolled students receiving services (i.e., Pre-K students).
- f. Remotely enrolled students within an LEA
- g. Cross enrolled students between two or more LEAs
- h. Enrollment delivery in SIS via an online enrollment platform

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| Describe how your proposed solution assigns a single unique identifier to students and how this is managed across a statewide implementation. |
| Describe how students can be enrolled in one LEA and transfer to another without manually copying data or risking duplication in enrollment, while maintaining their unique identifier. |
| Define how students may pre-enroll in multiple LEAs and be actively enrolled in only one home LEA at any given time. |
| Describe how the proposed solution facilitates initial online student registration, including transportation requirements and submission of locally required student enrollment documents. In your response, also describe the document types that may be uploaded. |
| Describe how the proposed solution facilitates class selection and registration for students via an online student portal for all course types, including setting deadlines for registrations and waitlist handling. |
| Describe how the students can register for multiple sections of the same class in the proposed solution. |
| Describe how the proposed solution registers students for courses and services when they are not enrolled in a LEA. This includes students who could be receiving services though the LEA, such as Pre-K students, students in virtual courses, visiting students, or migrant students. |
| Describe how the proposed solution allows bulk enrollment of students in courses. |
| Describe how the proposed solution captures basic student information, to minimally include student name, address, parent/guardian, emergency contact information, medical alerts, demographics, etc. |
| Describe how the proposed solution validates and aligns a student's home address to school attendance zones. |
| Describe how the proposed solution addresses cross enrollment between schools and LEAs. |
| Describe how the proposed solution allows students to attend courses at other schools within or across LEAs. Each home and destination LEA should be able to designate class sections available for enrollment across schools. |
| Describe how grades and attendance records will be automatically available, in real-time, without duplication of data and how teachers at the home and destination schools see the student's records. |
| Describe how the proposed solution manages pre-enrollment for the next school year, including course selections, generation of a school master schedule, and scheduling students into sections. |

CLASSROOM MANAGEMENT

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| Describe how the proposed solution addresses period and daily based attendance and scheduling for all courses, regardless of delivery mode. Explain how classes are scheduled in schools with multiple daily bell schedules within the same school, or schools with a mix of period and daily based attendance. |
| Describe how your proposed solution tracks the mode of instruction for a student at the course level and when it may vary, e.g., in-person, virtual, asynchronous, homebound, etc. |
| Describe how the proposed solution can support school-within-a-school, which may include multi-school levels at a single location, virtual academies, multi-calendar school models, multi-track year-round schools, academies, and split-day programs. |

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Describe how the proposed solution facilitates the input and tracking of data in the following areas:

- a. Migrant Student Identification and Support;
- b. Homeless Student Identification and Support;
- c. Academically and Intellectually Gifted Services;
- d. Limited English Proficiency Services; and,
- e. Students with Disabilities/Exceptional Children.

Please expound upon the type of data included, such as identification, intake, service delivery, progress monitoring, requalification, compliance monitoring, auditing, etc.

With respect to the five areas prior, describe how a plan may be created for a student who qualifies for these services in non-traditional ways.

With respect to the five areas prior, describe how a teacher may be made aware of the plan for a student on their roster. In your response, elaborate on the safeguards in place to prevent exposure of data to non-authorized personnel, teachers or otherwise.

Describe how the proposed solution supports adding co-teachers or teacher assistants to a class, including those who may reside at a school or LEA other than where the course is scheduled.

Describe how the proposed solution enables teachers to track and report grades.

Describe how the proposed solution facilitates competency-based progressions, micro-credentialing, and endorsements.

Describe how the proposed solution can support holistic Learner Profiles, including goal setting and managing progress.

STUDENT MANAGEMENT AND SERVICES

Describe how the proposed solution processes summer enrollment and programming which may span school years.

In your response, elaborate how summer activities, which include credit-bearing, non-credit bearing, and remedial courses, are tracked, including grading procedures and identification thereof for promotion and retention purposes.

Describe how the proposed solution can support tracking of residency or transient residency for students who are identified as homeless.

Describe how the proposed solution can process certifications for homeless students, attendance, and membership.

Describe how the proposed solution manages Free and Reduced Lunch.

In your response, elaborate how data is shared or transferred from state-level systems to point-of-sale systems.

Describe how students who are deemed eligible for Free and Reduced Lunch are identified in the proposed solution and how that identification is managed.

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| Describe how the proposed solution tracks lunch service provided to a student in one school when they are from another school or LEA. |
| Describe how the proposed solution tracks lockers, parking, textbooks, student awards, fines, billing and student fees, and school resources such as assigned devices. |
| Describe how the proposed solution can securely track medical information, including medications, immunizations, health plans, medical monitoring, and medical conditions. |
| Describe how the proposed solution tracks and identifies military connections. |
| Describe how student drop-out is recorded. Provide details on the drop-out reason codes native to your solution and the ability to configure these codes to meet ALSDE need. |
| Describe how the proposed solution processes student retention, promotion, and graduation. |
| Describe how the proposed solution tracks mandatory intervention, including after school and summer tutoring. |
| Describe how the proposed solution tracks non-traditional students, such as homebound, home-hospital, Pre-K sites, incarcerated students, etc. |
| Describe how the proposed solution tracks students, for example: <ul style="list-style-type: none">a. to alert teachers on student performance or eligibility;b. to provide inputs to teachers on student accommodation; or,c. to provide just in time feedback for student success. In your response, include additional examples, other than those listed, that are accommodated for within your proposed solution |
| Describe how the proposed solution manages major (e.g., office referral) and minor (e.g., classroom only) discipline data collection. In your response, include examples of workflow and role-based access. |
| Describe how the proposed solution handles student transportation. Include details about bus route management, car ridership, or special equipment needs, i.e., handicap ramps. For students taking the bus, explain how the system considers varying pick-up and drop-off addresses. |

CURRICULUM ADMINISTRATION

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| Describe how the proposed solution addresses historical grades, report cards, and transcripts in both traditional and competency-based learning environments. In your response, elaborate upon the process for manual grade entry and safeguarding a system- calculated GPA. |
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| Describe how the proposed solution calculates athletic eligibility. In your response, elaborate how eligibility may be modified as rules change without the need to customize the base functionality? |
| Describe how the proposed solution tracks standardized test scores and maintains that history. |
| Describe how the proposed solution plans and tracks graduation and graduation requirements, to include CTE career clusters and pathways. |
| Describe how graduation plans can be built based on an anticipated graduation date or a ninth-grade entry date. |
| Describe how the proposed solution maintains a state-level course catalog and allows for local extension in scheduling. This may be used to allow a LEA to create two instances of the same course code. |
| Describe how the proposed solution can support Credit by Demonstrated Mastery by exhibiting a deep understanding of the content without course enrollment or seat time. |
| Describe how the proposed solution manages course codes, and how active codes are used throughout the year without reusing disabled ones. |

PARENT PORTAL

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| Describe how the proposed solution allows all parents (including parents of visiting non-public students) for courses taken in a LEA) to review and inspect educational records, including grades, schedules, student educational plans, personalized learner profiles, etc. |
| Describe how the parent interface provides notification and approvals for services, such as opt-in/out of FERPA, COPPA, an individual Student Plan, etc. |
| Describe how the parent and student interfaces can be configured to non-English languages. In your response, include the languages currently supported by your proposed solution and those planned for future releases. |
| Describe how the proposed solution facilitates parent communication. |
| Describe the functional differences between the web-based parent portal and any mobile app offered by your proposed solution. |
| Describe how the Parent Portal access is managed within the proposed solution. |

ACCESS

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| Describe role-based security at the State, District, and Local School level, to include creating user defined roles |
| Explain your proposed solution's role archetype(s) and inheritance. |

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Describe how your proposed solution is device or platform agnostic to allow a type of near zero-trust authorized access from the myriad of devices, browsers, or operating systems generally available.

Describe in detail the role-based access controls for reporting.

APPLICATION AND DATA INTEGRATION

Describe your proposed solution's approach to, and capability for, data integration and interoperability with other systems.

Explain how your proposed solution consumes and publishes data with other systems.

In your response, elaborate on APIs or connectors available within the currently supported release.

Describe how the proposed solution integrates with an Operational Data Store (ODS).

In your response, if you propose a separate ODS service, describe that and provide itemized costs.

Describe how the proposed solution exports data on-demand and what service may be utilized, such as file download, API, or Web Services.

Describe the K-12 standards-based data interoperability supported by the proposed solution.

Describe the proposed solution's real time integration capabilities, including plug-in architecture, standards, and API access.

In your response, include the approval workflows for enabling new plugins and API connections.

Describe any constraint or limitation on all supported APIs and third-party connections within the proposed solution.

Describe common plug-ins and third-party tools that are natively supported within the proposed solution. In your response, elaborate on the process for allowing new third-party tools to be added.

Describe the data standards, to include Ed-Fi, supported by your data schema and your process for aligning to changes made by common standards bodies.

In your response, include a list of Ed-Fi fields mapped in your currently supported release.

Describe the standards bodies that your proposed solution aligns to, such as IMS Global, Access 4 Learning, or Ed-Fi, the specific standards supported, the nature of the support, and how your organization engages with them.

Describe complementary offerings or add-ons that are currently supported to help facilitate input and tracking of data, including identification and intake, planning, service delivery, progress monitoring, requalification, compliance monitoring and auditing in the following areas:

- a. Special Education and IEP services;
- b. Medicaid documentation;
- c. Section 504; and,
- d. Multi-Tiered System of Support

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- e. At Risk Analysis/ Early Warning.
- f. Staff Professional Development logging and course repository
- g. Staff Coaching and mentoring cycles

Describe any other currently supported complementary product or offering represented by your company that may assist with richness of data or heightened user experiences within the proposed solution.

DATA MANAGEMENT

Describe the various scenarios how the proposed solution validates data in real-time throughout all points of entry, including manual screen entry and bulk file upload.

Describe the data validation parameters available in your proposed solution and how data integrity rules can be maintained.

Describe how data quality is ensured and master data is managed and updated in your proposed solution.

Describe how the proposed solution handles scenarios like duplicate student IDs and single ID for multiple students.

In your response, elaborate how data validation and other safeguards are used to mitigate student ID issues.

Describe how the proposed solution can provide alerts or notifications to various roles based on flags or data elements within the proposed solution.

Explain your proposed solution's measures to prevent unauthorized change to data and ensure integrity.

Describe your proposed solution's End-of-Year process or transition to the next school year.

Describe the data retention and archival process for graduated and inactive students.

Describe how the proposed solution aggregates data across LEAs for statewide reporting and analytic purposes.

Describe your proposed solution's default backup and restore functionality, to include how it maintains independence in operation across locations, and yet maintain holistic data integrity for the State.

In your response, indicate areas, functions, or features afforded to ALSDE to configure this.

Describe how your solution manages data points across the state down to the LEA level, e.g., the hiding of social security numbers.

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REPORTING AND ANALYTICS

Factoring roles and access privileges, at a State, District, and Local School level describe all currently supported operational reports available for functional areas in the proposed solution, to minimally including the following:

- a. Student demographic information;
- b. Schedule;
- c. Instructional minutes and days;
- d. Attendance;
- e. Course catalog;
- f. Grading;
- g. Transcript;
- h. Exceptional Children;
- i. Homeless Students;
- j. Migrant Students;
- k. Transportation;
- l. Food and Nutrition;
- m. LEA Level cross enrollment identifying students who are or were cross enrolled for classes, with clarification (e.g., reason code);
- n. Average class size for teacher and LEA by grade, including any waivers and exceptions;
- o. Retention promotion reporting;
- p. Non-public students and visitor students for courses or services;
- q. School instructional calendar and bell schedule including start and end dates and time; and,
- r. Other available reports not previously identified.
- s. Student plans

Describe the mandatory federal and regulatory reports that are supported in your proposed solution, and the process for updating them to meet revised requirements.

Describe how the proposed solution generates reports for compliance monitoring and certification, including attendance, membership, and course enrollment.

Describe how the proposed solution automatically schedules reports in batch mode.

Describe your proposed solution's process for real-time grade reporting:

- a. From Teacher gradebooks;
- b. For standards-based grading, including printable interim reports;
- c. With tools for academic interventions, e.g., early warning systems or counselor monitoring; and,

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| d. Providing online access to grades. |
| Describe the management reports and analytic functions available to monitor, manage, and predict activities in all areas of school operations and student management within your proposed solution. |
| Describe the proposed solution's ad hoc reporting capabilities available to various roles. |
| <p>Describe how the proposed solution can produce reports, alerts, and view information on a dashboard to proactively support students, minimally including:</p> <ul style="list-style-type: none"> a. Early warning systems for grades and attendance; b. Non-compliance in service delivery; c. Lack of student progress from support services; and, d. Discipline Reports. <p>In your response, elaborate on the availability of this information based on class of user and role, be it State, District, or Local School.</p> |
| Describe how the proposed solution can dynamically assign report dates based on differing start or end dates, the workflow for approving those reports, and any alerts indicating report (approval) status. |
| Describe the features of your proposed solution's audit logging and reporting, and how that is performed. |
| Describe the proposed solution's predictive analytics capabilities to enable LEAs better allocation of resources and staff, to proactively manage student outcomes, and improve the quality of education. |
| <p>Describe the reporting and analytic features extended to each role within your proposed solution, to include the extent of data involved.</p> <p>In your response, you should elaborate upon the geographic nature of schools, within districts, within the State, and how there is a need for role-based segmentation and privilege to viewing data, be it on- screen, in a dashboard, in a report, as a download, or in a type of data navigator utility.</p> |

SERVICE LEVEL

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| <p>Describe your proposed solution's Service Level Agreement (SLA) detailing how the architecture delivers 99.9% availability.</p> <p>In your response, present and define your Service Level Objectives and corresponding Service Level penalties and credits.</p> |
| Describe how the proposed solution scales without impacting performance. |
| <p>Describe how the proposed solution monitors performance.</p> <p>In your response, include information specific to monitoring the useability of the solution's features and functions with reasonable response times so there is awareness if it being both available and responsive</p> |
| Describe your proposed solution's process for role-based alerts of outage and performance degradations to ensure appropriate notification across all user classes. |

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Describe your proposed solution's system management processes, frequency of server patches, and version or patch management process, and how those processes do not compromise 99.9% availability.

In your response, include information as it pertains to your general server or systems management, operating system and security level version or patch application, and solution version or patch application.

The service must be hosted in the continental United States, with no data leaving. Describe your proposed solution's 99.9% available hosting capability to minimally include the following:

- a. An overview of general hosting capabilities;
- b. Hosting provider information;
- c. Primary site location and TIER level;
- d. Secondary or disaster recovery site location and TIER level; and,

Describe in detail your Disaster Recovery Plan for the proposed solution and include tested and verifiable Recovery Time Objective (RTO) and Recovery Point Objective (RPO) times for comparable statewide implementations of this proposed size.

In your response, include information that communicates alignment of RTO and RPO as complementary to your SLA.

CHANGE MANAGEMENT

Describe the process for developing your proposed solution's product roadmap and share a current managed-release version of that.

In your response, clearly indicate planned (major) architectural from (minor) patch releases.

Describe the process for release of major or minor versions, emergency fixes, and end-of-life process for the proposed solution.

In your response, and to the extent possible, include a release or support plan for a prior or end-of-life version.

Describe your organization's communication strategy and procedures for minimizing downtime within the proposed solution.

Describe your organization's service and change management practices, to include details of how these practices are aligned with ITSM and ITIL frameworks as applied to the proposed solution.

Describe how the proposed solution is kept up to date with federal or state legislation, guideline or standard changes, and software upgrades or updates.

In your response, provide a typical timeline from a notice-of-change to when the system will be enhanced or modified.

Describe your organization's practices to communicate and train appropriate role-based users to work with applied change management process for the proposed solution.

Describe the available configuration options to adapt functionality to meet user needs within the proposed solution, to include content configuration by user role.

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QUALITY ASSURANCE

Describe your organization's software Quality Assurance (QA) process the proposed solution will follow.

In your response, elaborate on the test environment, types of testing undertaken, management practices within the QA process prior to release, and for including ALSDE in User Acceptance Testing (UAT) testing.

Describe the processes, resources, and environment that comprise your proposed solution's UAT setting, to include the limits or extent of ALSDE involvement.

Describe the frequency and nature of load testing your proposed solution prior to implementation.

CUSTOMER SUPPORT

Describe the multi-channel support options available to end users to report issues in the proposed solution.

In your response, elaborate on the similarities and differences in how you provide support via chat, online reporting, telephone, etc. Also, include information on which roles, and how many users within each, may utilize a channel at any given time.

Describe your customer support management process for the proposed solution. Minimally, include details such as:

- a. The type and nature of your ticketing system, and if it is internal or hosted;
- b. If the ticketing system is hosted, what is its resiliency to failure or disaster in your provisioning managed support to ALSDE;
- c. Viewing, tracking, and interacting with the ticketing process;
- d. The depth of a self-service knowledge base;
- e. Prioritization of incidents based on SLA;
- f. Reports and dashboard on key support metrics, to include static and dynamic date ranges for;
 - (i) First call resolution;
 - (ii) Number of tickets submitted by SLA severity;
 - (iii) Number of tickets resolved by SLA severity;
 - (iv) Number of open tickets by SLA severity, with age analysis; and,
 - (v) Open tickets by creation date and last-touched date;
- g. Online access to, and description of, standard and available support reports; and,
- h. Other capabilities identified as either part of your standard support offering or associated with higher level subscriptions.

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Describe your organization's multi-tier customer support structure that is associated with your proposed solution.

As part of your response, provide standardized information about your support plan(s), optional subscription levels, breadth of service within levels, ticket handling process, response and resolution thresholds, escalation, and cost information associated with higher levels of subscribed or procured support beyond the required Tier-1 support.

Describe the self-service problem resolution capabilities available to customers.

DATA MIGRATION

Describe the data migration and conversion strategy you would utilize for a current statewide SIS into your proposed solution.

As part of your response, you are encouraged to be as detailed and creative as necessary to communicate the complexity and magnitude of this effort. Shallow import/export responses may be grounds for rejection.

PROJECT MANAGEMENT

The Vendor Project Manager will be expected to deliver comprehensive project documentation. Please acknowledge your agreement to deliver this documentation, and with supporting justification where the deliverables may be tailored to schedule or phase according to your proposed project methodology.

With your proposal:

- a. Project Plan, sufficiently detailed to communicate the full breadth of effort to implement the proposed solution, project methodology (e.g., waterfall, agile, etc.), project phases with descriptions and milestones, deliverables, and resources; and,
- b. Project Schedule, with sufficient detail for phase, time, task, dependency and constraint, milestone, summary, and resource assignment.

Within 60 calendar days following RFP award:

- c. Configuration Management Plan;
- d. Change Management Plan;
- e. Quality Assurance Plan;
- f. Data Migration and Data Conversion Plan and Processes;
- g. Risk and Issue Management Plan;
- h. Communication Management Plan;
- i. Staffing Plan;
- j. Incident Response Plan;
- k. Implementation Plan;
- l. Customer Support Plan (post-Implementation and may be linked to your SLA);

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- m. Test Plan(s);
- n. Weekly Status updates
- o. Risk and Issue updates As applicable or upon request:
- p. Meeting agendas and minutes;
- q. Situational, milestone, or key deliverable presentations or reports;
- r. Updated Project Plan or Project Schedule (items a and b);
- s. Updated plan(s) or process documents (items c through m);
- t. Test Results; and, Upon project closeout:
- u. Final project report.

It will be the responsibility of the Vendor Project Manager to regularly submit and maintain current project documentation and to collaborate with the ALSDE Project Manager on content variations.

Vendor responses are encouraged to demonstrate use of their existing practice methodologies, templates, and documentation forms to communicate repeatability, reliability, and confidence in delivery of project management practices. Where the awarded Vendor may not have adopted project management standards, processes, or documentation templates, and at the sole discretion of ALSDE.

An absence of demonstrated program maturity in project management processes and documentation practices may be grounds for rejection.

TRAVEL EXPENSES: All travel expenses should be included in the Vendor's proposed costs. Separately stated travel expenses will not be reimbursed.

TRAINING

Describe initial and ongoing refresher training available to various roles for the proposed solution. In your response, elaborate on logistics, environment, length, and test data used for training.

Describe the proposed solution's training modality or the blended modalities available at each role.

Describe the style of training documentation available to various roles and the method of upkeep to maintain accuracy to the proposed solution during the entirety of licensed access and use.

For the proposed solution, describe any on-demand training, help features, and guides available to each user role.

For the proposed solution, describe how training effectiveness is evaluated and adapted to meet improvement goals.

In your response, include scoring methodologies and strategies for enhancing training offerings based on the volume of potential solution trained or credentialed users across various roles.

TRAVEL EXPENSES: All travel expenses should be included in the Vendor's proposed costs. Separately stated travel expenses will not be reimbursed.

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EXCEPTIONAL CHILDREN

Describe how your proposed solution supports the following capabilities for students with disabilities and exceptional children, including all data and monitoring requirements under State and Federal laws and policies:

- a. Intake and initial placement;
- b. Individualized Education Plans, including initial creation and any required ongoing updates;
- c. Service delivery tracking;
- d. Student progress monitoring;
- e. Medicaid tracking and billing; and,
- f. Specialized EC service tracking, e.g., special transportation.

Describe how your proposed solution will ensure continued service delivery and policy compliance for students with disabilities and exceptional children.

As part of your response, you are encouraged to be as detailed as necessary to communicate the complexity and magnitude of this effort. Shallow “we will comply” responses may be grounds for rejection.

Project Location and Logistics

The project will be executed at the ALSDE administration building located in Montgomery, Alabama. ALSDE will provide desks, chairs, and interoffice telephones. Vendor should provide estimate of the maximum number of workspaces required.

The vendor will be expected to provide the appropriate onsite resources at any given time during the implementation based on the current needs of the project. Building access, work hours, and any offsite work must be approved in advance by ALSDE. Members of the vendor’s implementation team shall provide their own PCs.

The vendor will designate a project manager who will be the primary point-of-contact with ALSDE during the implementation. The project manager will be responsible for all project activities performed by the vendor and the vendor’s team. Although it is not necessary for the vendor project manager to be onsite during the implementation, he or she must be readily accessible via email or phone in order to provide adequate turnaround on ALSDE questions or requests.

The vendor project manager will also participate in ALSDE management team meetings as the vendor’s point of authority for all issues related to the project.

ALSDE will also have a project manager for the duration of the project, and will provide a project team comprised of subject matter experts (SME’s) who will be teamed up with a vendor consultant to:

- Define new process workflows
- Configure the software
- Perform unit, integration, and parallel testing
- Share knowledge
- Determine initial reporting requirements

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- Execute data conversion and data migration activities to populate the new system.

The vendor project manager is expected to bring to ALSDE's attention any resource deficiencies.

Section 3.00 General Requirements

3.1 Requirements of Proposal

The vendor must provide the following mandatory information. **Failure to provide this information may be cause for the proposal to be rejected.** Qualifications, experience, and cost will be evaluated for contract award. The proposal may be submitted under the same cover with Vendor Requirements and Cost Proposal in two distinct sections. E-verify information is required to be submitted for all employees to include contractors of the vendors if necessary and applicable.

Part I

Signed Cover Letter:

The cover letter shall serve as the first page of the vendor's proposal. The vendor shall complete the cover letter and attach it to the proposal in response to the RFP. The cover letter must be signed by an official authorized to legally bind the vendor. It will state that the vendor is a legal entity that will meet the specifications. The cover letter must accompany the submitted proposal. The letter accompanying the proposal must have original signatures and must include contact numbers and e-mail addresses for the authorized official signing the letters.

Part II

Vendor Qualification and Experience:

Vendor shall provide satisfactory evidence of the vendor's capability to coordinate the types of activities and to provide the services described in the RFP in a timely manner. Special attention should be given to the discussion of qualifications. The discussion shall include a description of the vendor's background and relevant experience as related to the required activities in the RFP.

Part III

Vendor shall provide a detailed plan describing how the services will be performed to meet the requirements of the RFP. The description shall encompass the requirements of this RFP. The response must be prepared and organized in a clear and concise manner that is easily understandable.

Vendor Organization:

Describe your organizational structure and explain how your organization qualifies to be responsive to the requirements of this RFP.

References:

The vendor shall provide a minimum of three (3) references that can support and validate training and/or projects and outcomes, including names or persons who may be contacted, position of person, addresses, and phone numbers where similar training and/or projects to that described in this RFP have been conducted.

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Executive Summary:

An executive summary is required. This summary will condense and highlight the contents of the vendor's proposal.

Part IV

Cost Proposal:

Vendor shall include the fee structure and pricing for the training sessions/program. The vendor shall submit a cost proposal in addition to other required information.

Flat rates for half and/or whole day training sessions should be inclusive of travel and/or supplies and materials costs and identify if the training is in person or virtual, and the proposed number of participants. Flat rates for consulting, coaching, and/or professional services should stipulate the cost per hour and the proposed number of hours. Project costs must include all proposed necessary charges to be made by the grantee in accomplishing the objectives of the grant during the specified grant period (initial grants are generally for a one-year period unless otherwise noted).

All costs incurred by the vendor for proposal preparation and participation in this competitive procurement shall be the sole responsibility of the vendor. The ALSDE shall not reimburse any vendor for any such costs. The vendor must submit a payment plan relating payment to the specific activities and deliverables for the project. The payment plan is subject to modification and approval by the State. All fees and costs are to be stated in United States currency.

Subcontractor Disclosure:

If the execution of work to be performed requires the hiring of Subcontractors, **you must clearly state this in the bid proposal and provide qualification for such individuals.** Sub-Contractors must be identified and the services they will provide or work they will perform must be clearly defined. The ALSDE will not refuse a proposal based upon use of a Sub-Contractor; however, the ALSDE reserves the right to refuse the Sub-contractor you have selected. Contractor and associated personnel shall remain solely responsible for the performance of all work, including work that may be sub-contracted.

Describe your rationale for utilizing Subcontractors including relevant past experience partnering with stated Subcontractor(s). Documents for E-verification of subcontractors are the sole responsibility of the contractor and must be available upon request to ensure compliance.

Section 4.00 General Terms and Conditions

4.1 Governance

This RFP and its terms shall be governed and construed according to the laws of the State of Alabama. Any dispute arising out of this RFP shall be brought in the State of Alabama, with venue in Montgomery County, Alabama. Vendors agree to comply with all applicable federal and state laws and regulations.

4.2 Immigration

The proposal must contain a statement that the firm is aware of and in compliance with the requirements

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of the Beason-Hammon Alabama Taxpayer and Citizen Protection Act; a statement that the vendor is enrolled in the E-Verify as required by Section 31-13-9 (b), Code of Alabama 1975, as amended:

BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT

COMPLIANCE

The Beason-Hammon Alabama Taxpayer and Citizen Protection Act (31-13-1 et seq, Code of Alabama, 1975 as amended by Act 2012-491) regulates illegal immigration in the State of Alabama. All contracts with the State or political subdivision thereof must fully comply with each provision as provided by law.

A proposal must include a statement that the vendor has knowledge of this law and is in compliance. Before a contract is signed, the vendor awarded the contract must submit a Certificate of Compliance using the form at Appendix A. E-Verify enrollment can be accomplished at the website of the United States Department of Homeland Security at <http://www.uscis.gov>.

See Section 10 for additional language required by Section 10(k) of the Act to be included in the contract.

Rev.5-24-13

4.3 Conflict of Interest

The vendor attests that no employee, officer, or agent of the vendor shall participate in the selection, award, or administration of a contract if a real or apparent conflict of interest may be involved. A conflict would arise when the employee, officer, agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein has a financial or other interest in the organization selected for an award. The officers, employees, and agents of the vendor, if selected as the career planning system vendor, shall neither award nor offer gratuities, favors, nor anything of monetary value from vendors or subcontractors.

4.4 Discrimination

Alabama Non-Discrimination Statement:

No person shall be denied employment, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any program or activity on the basis of disability, gender, race, religion, national origin, color, age, genetic information, or any other category protected under the law. Ref: Sec. 1983, Civil Rights Act, 42 U.S.C.; Title VI and VII, Civil Rights Act of 1964; Rehabilitation Act of 1973, Sec. 504; Age Discrimination in Employment Act; the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendments Act of 2008; Equal Pay Act of 1963; Title IX of the Education Amendment of 1972; Title II of the Genetic Information Nondiscrimination Act of 2008. Title IX Coordinator, P.O. Box 302101, Montgomery, Alabama 36130-2101 or call (334) 694-4717.

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APPENDIX "A"

State of _____)
County of _____)

CERTIFICATE OF COMPLIANCE WITH THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535, as amended by ACT 2012-491)

DATE: _____

RE Contract/Grant/Incentive (describe by number or subject):

_____ by and between
_____ (Contractor/Grantee) and
_____ (State Agency, Department or Public Entity)

The undersigned hereby certifies to the State of Alabama as follows:

1. The undersigned holds the position of _____ with the Contractor/Grantee named above, and is authorized to provide representations set out in this Certificate as the official and binding act of that entity, and has knowledge of the provisions of THE BEASON-HAMMON ALABAMA TAXPAYER AND CITIZEN PROTECTION ACT (ACT 2011-535 of the Alabama Legislature, as amended by ACT 2012-491) which is described herein as "the Act."
2. Using the following definitions from Section 3 of the Act, select and initial either (a) or (b), below, to describe the Contractor/Grantee's business structure.

BUSINESS ENTITY. Any person or group of persons employing one or more persons performing or engaging in any activity, enterprise, profession, or occupation for gain, benefit, advantage, or livelihood, whether for profit or not for profit.

a. Self-employed individuals, business entities filing articles of incorporation, partnerships, limited partnerships, limited liability companies, foreign corporations, foreign limited partnerships, and foreign limited liability companies authorized to transact business in this state, business trusts, and any business entity that registers with the Secretary of State.

b. Any business entity that possesses a business license, permit, certificate, approval, registration, charter, or similar form of authorization issued by the state, any business entity that is exempt by law from obtaining such a business license, and any business entity that is operating unlawfully without a business license.

EMPLOYER. Any person, firm, corporation, partnership, joint stock association, agent, manager, representative, foreman, or other person having control or custody of any employment, place of employment, or of any employee, including any person or entity employing any person for hire within the State of Alabama, including a public employer. This term shall not include the occupant of a household contracting with another person to perform casual domestic labor within the household.

____ (a) The Contractor/Grantee is a business entity or employer as those terms are defined in Section 3 of the Act.

____ (b) The Contractor/Grantee is not a business entity or employer as those terms are defined in Section 3 of the Act.

3. As of the date of this Certificate, the Contractor/Grantee does not knowingly employ an unauthorized alien within the State of Alabama and hereafter it will not knowingly employ, hire for employment, or continue to employ an unauthorized alien within the State of Alabama;
4. The Contractor/Grantee is enrolled in E-Verify unless it is not eligible to enroll because of the rules of that program or other factors beyond its control.

Certified this _____ day of _____ 20_____.

Name of Contractor/Grantee/Recipient

By: _____

Its _____

The above Certification was signed in my presence by the person whose name appears above, on this _____ day of _____ 20_____.

WITNESS: _____

Printed Name of Witness _____

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| 4. The SIS dashboard has the ability to include external website data or images. | | | | | | | | |
| 5. The SIS has the ability to page through selected subset of students within a school or district with a minimum of navigation clicks | | | | | | | | |

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| 6. The SIS supports automatically triggered alerts (email, dashboard warning etc.) based on student data configured at district, school, and individual user (teacher, parent, student, etc.) level. | | | | | | | | |
| 7. The SIS has the ability to attach documents to individual records that have been scanned or saved by the user. The solution should accept all common file formats. | | | | | | | | |
| 8. The SIS provides the ability to page through selected (filtered) students within a school, complex, area, or ALSDE (State) level. | | | | | | | | |
| 9. The SIS provides the ability to mask or hide certain data fields from view on specific user groups | | | | | | | | |
| 10. The SIS allows for user defined short cuts and processes, if available, to commonly used queries and reports - such as a favorites drop down or menus | | | | | | | | |
| 11. The SIS has a mass update function to speed up data entry (e.g. - entering a large number of students into one class or changing certain data fields in mass such as students' next school or homeroom). All Data updates MUST be validated against the business rules of the screen data entry! | | | | | | | | |
| 12. The SIS has a "hover" over feature to display information, include a hyperlink, or give context. This feature is cross-browser compatible and configurable by the customer. | | | | | | | | |
| 13. The SIS supports error messages with online error resolution help screens. | | | | | | | | |
| 14. The SIS provides the ability to drill-down using hyper-linked screens. | | | | | | | | |
| 15. The SIS provides the ability to add configurable demographic information (picture, grade, ESE, EL, Free/Reduced Lunch information) on student related screens. | | | | | | | | |
| 16. The SIS provides for standard date entry without slashes (e.g. 10282013). But upon leaving the field the data mask is applied. | | | | | | | | |
| 17. The SIS is able to validate appropriate dates against a school calendar (e.g. Enrollment date must be validated based on the school calendar). | | | | | | | | |
| 18. The SIS provides a common look and feel across system software modules for command structure, navigation, and functionality. | | | | | | | | |
| 19. The SIS functions appropriately on multiple browsers, including Internet Explorer, Google Chrome, Firefox, and Safari on both PC and Macintosh platforms. | | | | | | | | |
| 20. The SIS can provide for a Local Hosted Vendor Managed installation | | | | | | | | |

| Section B - Features and Org Adm Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
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| 1. The SIS is role-based. | | | | | | | | |
| 2. The SIS supports a minimum of 4 user-definable organizational layers (i.e. School > Type > District > Regions>State. | | | | | | | | |
| 3. The SIS includes user-definable fields on all tables that are available to be put into the user interface. | | | | | | | | |
| 4. The SIS is able to create and display a list of students and any combination of related fields (Name, Student ID, Other Fields, #Absences, etc...). | | | | | | | | |
| 5. While viewing a list of students and related data, the SIS provides a user the ability to select multiple records and edit them individually in a grid (e.g., enter locker numbers and combinations for all students in a homeroom) and easily assigns a common value to a specific field in multiple records (e.g., select a group of students and change their grade level). | | | | | | | | |

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| 6. The SIS allows users to select, search, filter, and sort on all fields related to a list or table view. The user is able to save a "list" of students, fields selected, filter criteria and sort criteria, and use it to recreate the view. For example; A user is able to create dynamic and static lists of students, sponsors, or teachers and sort and filter these lists based on any demographic, assessment, or academic performance criteria. | | | | | | | | |
| 7. The SIS allows users to configure views (e.g., table grid layouts, filter criteria, sort criteria, and data entry form layouts) by security role. | | | | | | | | |
| 8. The SIS can generate simple enrollment reports based on student lists and provide counts and percentages of students by any demographic criteria (e.g. Student Registration Status, Partial Registration, Registered, Not Registered, and Withdrawn). | | | | | | | | |
| 9. The SIS can support U.S. domestic and international telephone numbers and domestic zip codes and international postal codes. | | | | | | | | |
| 10. The SIS allows users to enter, maintain, and report student attendance in the following increments: daily, half-day, quarter day, and period. For all increments less than daily, the daily record will be automatically updated based on business rules from the lower attendance increments. | | | | | | | | |
| 11. The SIS is able to report on all data elements. | | | | | | | | |
| 12. The SIS is able to work with at least one industry standard reporting system (e.g., Business Objects, SQL Reports Server, iReports). | | | | | | | | |
| 13. The SIS contains tools that enable a data management analyst to create simple and complex multidimensional data sets for analysis and reporting. | | | | | | | | |
| 14. The SIS runs ad hoc reports and simple lists (quick print screen). | | | | | | | | |
| 15. The SIS allows users to configure entry screens to mirror ALSDE/FED forms. | | | | | | | | |
| 16. The SIS contains tools and features that allow State/District personnel to configure/customize the product to States/District needs. The tools include the capability to extend, enhance, and modify core data elements through localization | | | | | | | | |
| 17. The SIS integrates with ancillary SIF compliant data management systems (i.e., external grade books, transportation, library, Learning Management System). | | | | | | | | |
| 18. The contractor can provide the programming support needed to produce mutually agreed upon software modifications to meet State's future needs. | | | | | | | | |
| 19. The contractor can provide software maintenance to provide regular upgrades and documentation to fix software flaws and security problems. | | | | | | | | |
| 20. The contractor can provide multi-modal SIS support to assist State/District staff in solving any local operational problems. | | | | | | | | |
| 21. The SIS is capable of being available 24x7 and having 99.9% uptime with no critical failures or unplanned system restarts for a full school year, as well as be a single database. | | | | | | | | |
| 22. The contractor can provide business day and business hours support on Central / Eastern Standard Time Zone schedule. | | | | | | | | |
| 23. The SIS supports a minimum of 10,000 concurrent users. | | | | | | | | |
| 24. The SIS is able to limit access to authorized users through the use of/authentication from Active Directory which supports at least local domains concurrently, through authentication via Google/Microsoft SSO, or an API to the State - Single Sign on authentication/authorization provider. | | | | | | | | |
| 25. The SIS provides a school events calendar that is viewable by all schools in a user definable group. | | | | | | | | |

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| 26. The SIS is able to configure appropriate role-level security parameters and support multiple security levels based upon user roles. SIS requires user login at start-up, but once signed in, user can access levels at all sub applications and all levels at the field level- all within one sign on. Access levels will include none, view, add, modify, and delete, global access to information and ability to mass update. | | | | | | | | |
| 27. User roles can be used to manage access to menus, modules, functions, reports, exports, screens, fields, student, and/or group records. | | | | | | | | |
| 28. The system administrator role can access all roles and modules using a single login. | | | | | | | | |
| 29. A system administrator is able to impersonate another user. | | | | | | | | |
| 30. The SIS allows the assignment of multiple roles to multiple individuals in multiple contexts. | | | | | | | | |
| 31. User roles have the ability to access multiple organizational levels, if necessary. | | | | | | | | |
| 32. The SIS is able to assign varying security elements within individual roles at various levels. | | | | | | | | |
| 33. The SIS provides the capability of multi-modal authentication, including but not limited to: Active Directory, Common Access Card, native, Security Assertion Markup Language, or any combination of both role types or users. | | | | | | | | |
| 34. If native or Security Assertion Markup Language (SAML) is in use for external authentication, the SIS requires a multi-factor authentication. | | | | | | | | |
| 35. System administrators are able to define the number of failed login attempts before an account is temporarily disabled. | | | | | | | | |
| 36. The SIS can store the user password in an encrypted format and prevent administrative personnel from being able to see the password. | | | | | | | | |
| 37. User security can be defined to allow specific users access to students in multiple buildings and programs. | | | | | | | | |
| 38. The SIS provides system administrators to control password complexity, expiration, history, and session timeout (with warning screen) options, including the ability to have different session timeouts for different groups of users. | | | | | | | | |
| 39. The SIS supports self-password and account recovery if criteria is met by the end user. | | | | | | | | |
| 40. The SIS allows system administrators, to define a period of inactivity, based on user role, after which the user session will shut down or application timeout. | | | | | | | | |
| 41. The SIS supports controlled-data entry and data access through database-level and process- level security. | | | | | | | | |
| 42. The SIS provides safeguards against accidental deletion/changes by setting a configurable prompt/confirmation by field or defined group of fields. | | | | | | | | |
| 43. The SIS provides the ability to selectively manage multiple users at once (e.g., assigning roles/permissions, temporarily disabling logins during maintenance, etc...). | | | | | | | | |
| 44. The SIS allows a user to fill multiple roles at multiple schools, complexes, districts, or areas without being given access to all schools. | | | | | | | | |
| 45. The SIS allows school-level access to be granted for individual schools or a group(s) of schools less than entire district. | | | | | | | | |
| 46. The SIS provides user access to student records on a program/team/student cohort level (e.g., Coach can access academic and behavioral records of all members of the football team; Tutor can access all students designated as needing special instruction.). | | | | | | | | |
| 47. The SIS provides user access to student records based on student attributes (e.g., Special Ed coordinator can view all special ed students; Family services coordinator can access all students designated as being eligible for free and reduced meal program.). | | | | | | | | |

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| 48. The SIS permits only session cookies and has both "no activity" and "active user" session timeouts. | | | | | | | | |
| 49. The SIS logs the date, time, user ID, username, and IP address of the person making, entering, or updating data at the function, file, workstation, and field level. | | | | | | | | |
| 50. The SIS ensures that all system users must be authenticated and authorized prior to viewing student data. | | | | | | | | |
| 51. The SIS allows permissions to be set to make some information publicly viewable without requiring login/authentication (e.g., basic school information report can be embedded in external dcps web page). | | | | | | | | |
| 52. The SIS allows users to configure their own "home page." (e.g., by State/District/School/User) | | | | | | | | |
| 53. The SIS is built on a fully extensible platform that allows custom workflows and tasks to be developed by State or District personnel, rather than requiring customizations to be performed solely by vendor personnel. | | | | | | | | |
| 54. The SIS can be customized by State resources through a combination of configuration via a front-end interface, configuration via back-end system administration, customization via direct database changes, and customization via an API. Said interface customization allows for custom data entry pages, views, lists, queries, etc... | | | | | | | | |
| 55. The SIS allows users (with appropriate security levels) to create different user interfaces (fields, screens, reports) without vendor custom programming for: customer defined screens and data field layouts, school and site specific screens and data field layouts, program specific screens, role-based screens and data field layouts. | | | | | | | | |
| 56. The SIS allows user-defined "required" fields. | | | | | | | | |
| 57. The SIS allows other users to create and manage other user accounts; such as parent accounts for the parent portal, or student accounts for the student portal. | | | | | | | | |
| 58. The SIS has the capability to use electronic signatures. | | | | | | | | |
| 59. The SIS can create user-defined indicator flags (e.g., flag when a student is turning 22 years old and is to be exited; preschool student to be exited due to kindergarten age cut off, etc...). | | | | | | | | |
| 60. The SIS allows user-defined fields to be calculated values or standard functions (e.g., sum, average, max, min, contains, dates, etc.) | | | | | | | | |
| 61. The SIS allows set standard default options to be built into tables - which can be prepopulated with unique values based on other data input into the system. | | | | | | | | |
| 62. The SIS allows the user to define (for any field in the database), without vendor custom programming, any data element that must be tracked for changes. | | | | | | | | |
| 63. The SIS is able to verify data against a set of user-defined rules and other field values for any field in the database. | | | | | | | | |
| 64. The SIS ensures that every user has a unique, global, and permanent ID that is generated by the SIS. | | | | | | | | |
| 65. The SIS ensures that unique IDs within system (student, staff, etc.) can be modified with referential integrity maintained in the event of assignment or merging errors. | | | | | | | | |
| 66. The SIS can trigger events or alerts when a field reaches a certain value for any field in the database. | | | | | | | | |
| 67. The SIS allows customizable data validation against a set of user defined rules on any/all fields, including mandatory and system fields. | | | | | | | | |
| 68. The SIS can validate each field as it is entered - rather than after an entire page or transaction is entered. The SIS allows this validation rule is a system preference, but provides the option to disable it, if necessary. | | | | | | | | |
| 69. The SIS can apply calculations and standard functions to data validations. | | | | | | | | |

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| 70. The SIS contains an auto-save feature and users have the ability to adjust the time interval of this feature. The SIS can prompt users to save when leaving pages in all modules (all data saved by exiting field) that can be used at the users request. | | | | | | | | |
| 71. The SIS has a "spell check" feature on all narrative fields. | | | | | | | | |
| 72. The SIS tracks data changes (including all historical changes) by date, time, user ID, and username at the function, file, workstation, and field level - including on system-specific tables. | | | | | | | | |
| 73. The SIS maintains all historical changes (not just the most recent change) for all fields in the database. | | | | | | | | |
| 74. The SIS can merge and/or duplicate students, parents, or staff, in mass, based on a user-defined criteria. | | | | | | | | |
| 75. The SIS permits viewing of account activity, specifically logon/logoff events. | | | | | | | | |
| 76. The SIS ensures that all PDF reports are generated to the server. Once the PDF report is printed/closed, the SIS ensures that the item is automatically deleted from the server - no cached copies remain. | | | | | | | | |
| 77. The SIS ensures that all data transfer to and from the user interface must be transmitted securely via Secure Socket Layer (SSL) encryption or other secured protocols | | | | | | | | |
| 78. The SIS permits the use of ALL fields including user-defined fields as a search (filter or query) key and can sort ALL data fields. | | | | | | | | |
| 79. The SIS allows for configurable business processes within the system - with minimal system redesign. | | | | | | | | |
| 80. The vendor can ensure that all system software is customer-installable, including patches unless hosted by vendor. | | | | | | | | |
| 81. The SIS allows system administration of all system software maintenance and functions to be done from any remote workstation by selective State staff and hosted by vendor. | | | | | | | | |
| 82. The SIS ensures performance monitors are built in to track system and user resources, or the SIS runs in an operating system environment that can track system and user resources (e.g., # of users currently logged in; cpu/memory usage, system availability). The system and user resource data is available to State staff to retrieve at anytime without system downtime. | | | | | | | | |
| 83. The SIS can backup data associated with specific tables, modules (functions), or all tables or modules within the system - while the system is in use and is independent from a network backup procedure. | | | | | | | | |
| 84. The SIS is able to restore backed up data associated with specific tables, modules (functions) or all tables or modules within the system, while the system is in use. | | | | | | | | |
| 85. The SIS is able to restore all data for particular school without affecting all other schools (e.g., restore accidentally deleted schedules for just one school without affecting other schools), as well as the able to restore said backups by specific module. | | | | | | | | |
| 86. The SIS supports commitment control and rollback at the transaction level to eliminate possible data loss if the system goes down (except in the case of certain hardware errors). | | | | | | | | |
| 87. The SIS provides the ability to easily temporarily disable logins, en mass, during maintenance or other system upgrades (e.g., all users without the system admin role). | | | | | | | | |
| 88. The SIS can send a notification to users' screens or emails (by role) with a warning of a countdown to system shut down or other deadline (survey processing). | | | | | | | | |
| 89. The SIS provides the ability to immediately remove users currently logged into the system and provide notification of said removal. | | | | | | | | |
| 90. The SIS clears a user session upon an abrupt exit. | | | | | | | | |

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| 91. The SIS provides for role-based security down to the field level. | | | | | | | | |
| 92. The SIS allows access to release notes that document every software change or enhancement for client review prior to the software release. | | | | | | | | |
| 93. The SIS allows for participation in an "early adopters program" to allow State or Selected District(s) to test new releases in order to enable a more timely installation. | | | | | | | | |
| 94. The SIS allows the system administrator to enable or disable any software system functionality in order to accommodate the specific needs of the user-defined organizational levels. | | | | | | | | |
| 95. SIS allows the date stamping of all records by time, day, month, and year. | | | | | | | | |
| 96. The SIS provides an audit log report that can be customized by school, job function, or role and one or more field data elements, including student ID, User ID, etc... | | | | | | | | |
| 97. The SIS allows administrators to view system usage (who's on and what are they doing now) in real time (to use for auditing and for trouble shooting purposes). | | | | | | | | |
| 98. The SIS can perform mass updates through the system's query tool or standard SQL tools. | | | | | | | | |
| 99. The SIS can run multiple year end processes (rollover) and select which schools to run in each process. | | | | | | | | |
| 100. The SIS is able to easily migrate to new software releases and software fixes without the loss of data, customizations, user defined fields and information in those user defined fields, or production/productivity capabilities (also capable of versioning to document data at a point in time, as well as back-out plans to previous software release). | | | | | | | | |
| 101. The SIS is able to word process, including spell-check, cut, copy, and paste functions, for free-form text fields (e.g., minutes, synthesis). | | | | | | | | |
| 102. The SIS allows all text fields within a given form to expand for unlimited data entry which will transfer to any printed document. | | | | | | | | |
| 103. The SIS contains online help documentation and web links that can be customized by the customer throughout each user-defined process. | | | | | | | | |
| 104. The SIS will be in compliance with ALL Federal guidance/laws. Vendor representatives should attend National data needs conferences, summits, etc for USDOE and USDA. Vendor should be knowledgeable and provide solutions of new laws or requirements by USDOE and USDA. | | | | | | | | |
| 105. The SIS will have State defined legal message confirmation for all data changes | | | | | | | | |
| 106. The SIS will have State defined Terms of Use and Acceptability confirmations on login | | | | | | | | |
| 107. The SIS will allow for other State agencies serving students preK-12 and post-secondary. This would include but not limited to Early Childhood development agency, State Treatment centers, State correctional facilities for youth, etc. | | | | | | | | |
| 108. The SIS will allow for other non-education agencies access to defined data marts in a warehouse. This would include but not limited to Industrial relations, Economic development, Governors office, etc. | | | | | | | | |
| Section C - Documentation & Help Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS provides online, indexed documentation identifying end user step-by-step procedures for completing tasks and activities, as well as online technical documentation aligned to specific screen and field help. | | | | | | | | |
| 2. The SIS provides online instructional videos based upon context. | | | | | | | | |
| 3. The SIS provides the ability to have a configurable notification page upon login. | | | | | | | | |

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| 4. The SIS provides the ability for State produced multi-media help procedures to be incorporated into the SIS's help menu. | | | | | | | | |
| 5. The SIS contains support-automated error messages and allows the content of the messages to be customizable. | | | | | | | | |
| 6. The SIS contains a Learning Management System (LMS) of courses for training and certification | | | | | | | | |
| 7. The SIS contains the ability at State or District of required courses by job classification | | | | | | | | |
| 8. The SIS contains the ability to have certification and recertification of courses by job classification via LMS. | | | | | | | | |
| Section D - Mobile Device Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS provides a mobile device support for all data modules. | | | | | | | | |
| 2. The SIS has a mobile device support application that allows parents and students to near real- time information on their child's {not limited too} assignments, scores attendance and demographic information via all industry standard mobile operating system device (i.e. iOS, Windows Mobile, or Android) | | | | | | | | |
| 3. The mobile application has the ability to support multiple languages | | | | | | | | |
| 4. The SIS has a mobile device support application that allows teachers to access and manage the classroom(e.g., Teacher shall be able to take attendance, create assignments and enter scores, view student demographics and schedules) via all industry standard mobile operating system device (i.e. iOS, Windows Mobile, or Android). | | | | | | | | |

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| 5. The SIS has a mobile device support application that allows school administrators access too student demographics, attendance information, class schedules, and grade book information via all industry standard mobile operating system device (i.e. iOS, Windows Mobile, or Android). | | | | | | | | |
| 6. The SIS must be ADA compliant for public and internal use. | | | | | | | | |
| Section E: Data Analytics Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS generates data reports that can be queried by: State, Regions, District office, School, Class, Individual Student, Student Groups, Demographic/Biographical information, and/or Special services (e.g., SPED, Gifted, EL, etc...). | | | | | | | | |
| 2. The SIS allows users to create data reports for all of the customer defined system-wide assessments. | | | | | | | | |
| 3. All data reports are in PDF, CSV, Excel format along with an API / Web services for B2B usage. | | | | | | | | |
| 4. The SIS will allow users to access the system to create data reports for State, Regions, Districts, Schools, grades, classes, and students. | | | | | | | | |
| 5. The SIS allows users too create Dashboards of (not limited too) tables, bar graphs, pie charts, and line graphs along with a table description of the tables/graphs/charts. | | | | | | | | |
| 6. All tables/graphs/charts are in PDF, CSV, Excel format. | | | | | | | | |
| 7. The SIS includes the following data analysis capabilities: | | | | | | | | |
| a. Calculates mean, mode, median, percentages for any fields at all levels of the organization; | | | | | | | | |
| b. Allows the selection of a subset of cases from one field based on mean, median, mode, and percentile; | | | | | | | | |
| c. Pulls data based on a historic point in time; | | | | | | | | |
| d. Allows the selection of cases based on criteria from multiple fields; | | | | | | | | |
| e. Allows categorization of people based on parameters; | | | | | | | | |
| f. Combines two or more fields and remove duplicates cases; | | | | | | | | |

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| g. Combines data on one indicator for multiple school years; and | | | | | | | | |
| h. Allows the merging of information between two files that share a common variable, such as student ID. | | | | | | | | |
| 8. The SIS includes the following data quality capabilities: | | | | | | | | |
| a. Built-in validity checks for data within the system; | | | | | | | | |
| b. Built-in validity checks for data imported into the system; | | | | | | | | |
| c. Customizable validity checks for data within the system; | | | | | | | | |
| d. Ability to see when the last update was done for any data point; and | | | | | | | | |
| e. Ability to generate a report by teacher, school, district, etc... | | | | | | | | |
| 9. The SIS will allow authorized users to create the following reports: | | | | | | | | |
| a. Score Reports, to include at a minimum: | | | | | | | | |
| 1) Normal Curve Equivalent Scale score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |
| 2) National Percentile score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |
| 3) National Stanine score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |
| 4) Group Performance Levels score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |
| 5) Reading Lexile scores reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |

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| 6) Descriptive analysis reports based on systemic ALSDE goals and measures (e.g., report 80% of students in the top two quarters); | | | | | | | | |
| 7) Descriptive analysis report based on systemic ALSDE goals and measures (e.g., report 5% or less of students in the bottom quarter); | | | | | | | | |
| 8) Item Analysis score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |
| 9) Content area (Reading, Language, Math, Science, and Social Studies) score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; and | | | | | | | | |
| 10) Reports by customer defined organizational levels with descriptive data analysis. | | | | | | | | |
| 11) Comprehension score reports (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis; | | | | | | | | |
| 12) All score reports by performance levels (Beginning, early intermediate, intermediate, proficient, and above proficient using proficiency level scale score ranges) in various formats (e.g., tables, pie charts, line graphs, bar graphs, etc.) with descriptive data analysis. | | | | | | | | |
| 10. The SIS is able to import and export student data to and from commercial vendors for customer defined system-wide assessments. | | | | | | | | |

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| 11. The SIS allows data to be pulled in order to calculate various customer defined measures to be included in the annual "canned" report annual Report Card - generated for the state system as a whole, as well as individual schools. The SIS provides standard multi-dimensional datasets containing these variables for analysis and reporting of all collected data elements. | | | | | | | | |
| 12. The SIS allows users to import assessment data files and merge them with SIS data for report cards and other calculations. | | | | | | | | |
| 13. As part of the annual "canned" report - "ALSDE Community Strategic Plan Annual Report Card" - generated for each individual school, local community system and the ALSDE (State) system as a whole, the SIS can indicate whether the school and/or the Local system, or State levels, as a whole, exceeded, met, or failed to meet the current ALSDE or USDOE goals. | | | | | | | | |
| 14. Whether it is a generic "canned" report or a customized report generated out of the SIS, all SIS reports can contain a standard section with customer defined data fields. | | | | | | | | |
| 15. The SIS is able to generate a report by teacher, school, district, etc... and identify student records that are outside of the specified parameters and/or outside specified update requirements (e.g., A principal can generate a report telling him which EL students have no Home Language Survey data, or which student records have not had the EL field updated in 12 months). | | | | | | | | |
| 16. The SIS allows for the selection of cases based on criteria from multiple fields (e.g., Select all students who are EL Levels 1 or 2 and whose native language is neither English nor that of the host country). | | | | | | | | |
| 17. The SIS will have a Data Warehouse for all data elements required in a longitudinal data warehouse for analytics and any other fields/tables that is selectable by the State. | | | | | | | | |
| 18. Provide multiple dashboards accessible to various groups within the state department of education and with varying degrees of accessibility. For example, the Alabama Reading Initiative would need data on kindergarten through third grade literacy (only) with all data available to state staff, regional information available to the regional Inservice center that is only school level data, school and student level data to regional specialists (only specific schools), and broad district and all level data available to state leadership and accountability. AMSTI math would need similar data sets but only math and science data for some of their staff, only math for some, and only science for others. MTSS would need all data at school, district and state level. | | | | | | | | |
| 19. Provide seamless access to all data from any Excel/CSV data set to be imported into the dashboard accessibility including the following: a. Ability to load data from any data source b. Prebuilt connectors for common education software such as student information systems, assessments, staffing systems, etc. | | | | | | | | |

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| <p>20. Provide a data dashboard that can pull data to create the Comprehensive Data Reporting for the Alabama Literacy Act and the Alabama Numeracy Act, as well as provide specified information to the legislature. This should include the following:</p> <ul style="list-style-type: none"> a. Data model that includes student domains including but not limited to demographics, attendance, assessment, behavior, enrollment, academics out of the box b. Comprehensive set of out of the box data dashboards that are managed by vendor c. Ability for customer to create or configure data dashboards, metrics and other reporting objects both at the state and local LEA levels d. Data model must be scalable and extensible to add any additional tables or fields e. Data filters that enable users to interactively choose subsets of data such as by specific student | | | | | | | | |
| <p>21. Integration with the following data sets including but not limited to: ACAP Summative, ACAP Supplemental, ACT WorkKeys, ACT , AP Testing , Early Years Testing Data (Renaissance, Amplify, iStation, iReady, iMAP, and AIMSWEB, ALAKIDs, Attendance , ACCESS, WIDA, Behavior). This should include the following:</p> <ul style="list-style-type: none"> a. Assessment dashboards that can include assessments from any source system that includes current and historical scores, assessment trends over time, and different score types such as performance level, scale score, percentile, etc. b. Assessment score roster that displays multiple assessment scores per student, over time, in one visualization | | | | | | | | |
| <p>22. Have the ability to create and house all Student Reading Improvement Plans (as outlined in the Alabama Literacy Act). This ability should including the following:</p> <ul style="list-style-type: none"> a. Flexibility to create student plans for any plan type such as reading, math, attendance, behavior, programs, comprehensive and more b. Drag and drop student plan form creation so users can easily create plan templates at both the state and local LEA levels c. Student plan form that includes but is not limited to various response options, such as radio button, dropdown menu, multiselect, open textbox, etc. d. Student plans can be specified to a school year e. Individual student plans can be saved as and exported as PDFs f. Student plans can be copied i.e. copy last year's plan to start on current year | | | | | | | | |
| <p>23. Have the ability to create and house all Portfolio document(as outlined in the Alabama Literacy Act).</p> | | | | | | | | |
| <p>24. Have the ability to house all Multi-Tiered System of Supports documentation for all tiered levels including parent reports needed for the Alabama Literacy Act and the Alabama Numeracy Act.</p> | | | | | | | | |
| <p>25. Provide an import from the Student Information System to the Student Reading Improvement Plan of each student with accessibility for all levels (teacher, school administration, district administration, regional, and state level access) which includes all created student plans automatically integrating data from the data warehouse, including attendance, behavior, assessment data, demographic data, etc. Provide an import from the Student Information System to the Portfolio of each student with accessibility for all levels (teacher, school administration, district administration, regional, and state level access.</p> | | | | | | | | |

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| <p>26. Data in visual display with charts and graphs where needed. This shall include the ability to:</p> <ul style="list-style-type: none"> a. Support a wide variety of chart and graph types such as bar, line, pie, scatter plots, bubble, data grids, geographic maps and more b. Include geographic maps that plot any data point in a variety of configurations including concentration charts, street level mapping, school boundary lines, and color coding based on specific data outcomes | | | | | | | | |
| <p>27. Customizable data dashboard with:</p> <ul style="list-style-type: none"> a. Embedded developer tools that enable customers to add additional dashboard objects such as data filters, dashboards and metrics both at the state and local LEA levels b. Ability for users to create their own groups that display as dashboard filters at both the state and local LEA levels c. User created groups can be shared with other users d. Ability to create automated dynamic groups of students through evaluation of data (i.e. automated list of chronically absent students) e. Ability to "drill down" on aggregate data into underlying detail based on user security access level f. Ability to export dashboard charts and data i.e. to PDF, CSV, Excel, or graphic file g. Users can share hotlinks to specific dashboards which retain user settings such as selected filters h. Data is displayed at multiple levels (student, teacher, classroom, school, district and state) i. Ability to compare across districts, schools, grade level, student subgroups, etc. j. Role-based dashboards specific to each user group such as state, district administration, school administration and classroom k. Special education data identifies students with IEP or 504 plans l. Attendance and truancy dashboards that show current and past attendance, trends over time, broken down by different subgroups and attendance types | | | | | | | | |
| <p>28. Provide longitudinal views of each child with the following:</p> <ul style="list-style-type: none"> a. Comprehensive data dashboards with longitudinal data for baselining, progress monitoring and identifying outcomes b. Comprehensive student profile that displays all relevant data per student longitudinally over time such as enrollment, attendance, academic performance, assessments, behavior, program participation and more c. Data dashboards include longitudinal data to identify trends over time | | | | | | | | |

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| 29. Can integrate Foundational Wellness (emotional and social wellness of our students) and behavioral reporting to accurately identify students at risk and graduation, college and career readiness, and certification tracking. These include: a. Risk analysis/early warning dashboards that display students at risk, level of risk, probability of graduation, and individual risk factors such as attendance, behavior, course outcomes, assessments b. Comprehensive data dashboards that identify whole student's strengths and challenges in areas such as attendance, behavior, academic, and social emotional c. Ability for customer to set at-risk or other thresholds d. Ability for solution to use predictive algorithms to predict students at risk and identify individual risk factors e. Identify struggling students through comprehensive data dashboards f. Identify struggling students using advanced algorithms and education research in a variety of areas i.e. attendance, behavior, GPA, course outcomes, assessments g. High school graduation data showing students graduating on time and dropping out h. Course credits dashboards showing credits earned and credits needed by category i. Post secondary outcomes dashboards showing college attendance, persistence and graduation using National Student Clearinghouse data | | | | | | | | |
| 30. Should be able to show all components of Alabama's Multi-Tiered System of Support including academic, behavioral, and foundational wellness. The following elements should be included: a. Embedded intervention tool that enables users to create, schedule, manage and evaluate interventions b. Identified students can be single or mass assigned to an intervention directly from the data dashboard c. Ability to create a library of intervention templates at both state and local LEA level d. Ability to create interventions for any improvement area such as attendance, behavior, course outcomes, assessments, and foundational wellness e. Ability to import interventions from an external system f. Flexibility to define any intervention level such as tier 1, tier 2, tier 3 or other levels defined by customer h. Intervention data dashboard so staff can easily track details about each intervention in one central location i. Interventions enable tracking of goals and measurements, attendance to intervention sessions, notes of intervention sessions j. Ability to add one or multiple students to an intervention k. Ability to add one or multiple staff members for collaboration on an intervention l. Maintains history of interventions for each student along with intervention outcome information m. Display student intervention data with other data points i.e | | | | | | | | |
| 31. Must be able to transfer student plans (MTSS, SRIPs, Portfolios, Alabama Numeracy Act plans...) to another district within the state of Alabama through the triggering by the withdrawal of a student of a student through the student information system. This must take place without the requirement of district personnel needing to self migrate. Student plans and interventions should follow a student if they move schools. | | | | | | | | |
| Section F: School Report Card Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. SIS can create a report, to be titled a "School Report Card," with specified school and student data and information, to include the following: | | | | | | | | |

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| a. School/district contact Information (e.g., name/address, web address, e-mail, and phone number; grade levels covered, and annual school enrollment). | | | | | | | | |
| b. Ability to select various student demographic information to be included for groups and sub-groups (e.g., race, gender, eligibility categories, special services provided). | | | | | | | | |
| c. Ability for users at the school level to calculate and present specific assessment data variables (e.g., reading, language arts, social studies, science, mathematics, etc., and present the data with a pre-determined range, such as above standard, at standard, partially met standard, and below standard | | | | | | | | |
| d. Ability to query and report subgroups based upon a selected range. | | | | | | | | |
| e. Ability to limit data reported; no data will be reported with an n<20 (configurable) students. | | | | | | | | |
| f. Ability to generate, for each individual school, the number and percentage of students in the sum of the top two quartiles; referred to as "Overall School Proficiency" and associated with the ALSDE goal. | | | | | | | | |
| g. Ability to include/display select data fields (i.e., SAT, PSAT, any assessments, etc.) and calculate using a range of methods (e.g., average score, resulting national percentile). | | | | | | | | |
| 2. The SIS will be in compliance of ALL USDOE ESSA requirements for a report card | | | | | | | | |
| Section G: Enrollment/Registration Demographics Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS allows for input of family and address data, including: | | | | | | | | |
| a. Detailed family data, such as: siblings and other school aged children, schools attending, family addresses, phone numbers, and contacts - with the ability to link students; | | | | | | | | |
| b. Non-US phone numbers; | | | | | | | | |
| c. Multiple address types (e.g., home, business, mailing, residence, day care); Must have Zip +4 and valid address check/lookup service before saving. | | | | | | | | |
| d. Parent(s)/guardian's name(s); | | | | | | | | |
| e. Parent(s)/guardian's employer name(s), address(es), and contact information; | | | | | | | | |
| f. Federal Survey/census information, such as but not limited to: military dependent. | | | | | | | | |
| g. Dwelling type (e.g., temporary, shelter, living with relative); | | | | | | | | |
| h. Multiple parent(s)/guardian(s)/contact(s) and emergency contacts, including addresses, phone, and e-mail; and | | | | | | | | |
| i. The parent/guardian with whom the student resides. | | | | | | | | |
| 2. The SIS prompts the user to auto-populate family address and other parent data for all siblings that register in a school. | | | | | | | | |
| 3. The SIS is able to search for all siblings or family members within State by entering a last name or family number or any combination of the family demographic data. | | | | | | | | |
| 4. The SIS will maintain the zoned school, zoned program, attending school, and school of instruction based upon student's address for the zoned elementary, middle, and high school for future year projections/scheduling. | | | | | | | | |
| 5. The SIS will provide exemption codes (i.e., address exception reasons) for students to attend a school besides their zoned school. | | | | | | | | |

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| 6. The SIS allows users to enter and update sponsor information one time for all of the sponsors' students, even if students are in multiple schools. | | | | | | | | |
| 7. The SIS accommodates a student ID of alpha/numeric characters in a user-defined format. | | | | | | | | |
| 8. The SIS will identify duplicate students in the system. | | | | | | | | |
| 9. The SIS generates a unique 10-digit ID for each new student. | | | | | | | | |
| 10. The SIS identifies duplicate student IDs and uses the same logic when assigning new IDs. | | | | | | | | |
| 11. The SIS supports first, middle, and last name fields up to 100 characters per field. | | | | | | | | |

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| 12. The SIS allows the use of suffixes & special characters in a student's name. | | | | | | | | |
| 13. The SIS can store and track a "preferred name." | | | | | | | | |
| 14. The SIS can interface with various imaging/biometric software or hardware products to capture and retrieve: | | | | | | | | |
| a. student photographs, and | | | | | | | | |
| b. student and parent/guardian signatures. | | | | | | | | |
| 15. The SIS creates photo ID cards that can be used for computer identification purposes at any and all school facilities (e.g., student registration / enrollment processing & positive ID checks, check in/check out for time-stamped attendance, point-of-sale in cafeteria, and library or media center). | | | | | | | | |
| 16. The SIS can embed a variety of identification methods on student ID cards (e.g., barcode, magnetic strip, chip). | | | | | | | | |
| 16. The SIS utilizes WYSIWYG (what you see is what you get) features so that graphic images and text are displayed together on the screen before printing the ID card. | | | | | | | | |
| 17. The SIS interfaces with ID badge printers; | | | | | | | | |
| 18. The SIS provides for a "self-service pre-enrollment kiosk" or online access for parent entry of initial enrollment information that can be forwarded through a workflow process to register for later review and approval by registrar. | | | | | | | | |
| 19. The SIS includes safeguards to help prevent the duplicate enrollment of a student who has been entered in the system previously (e.g., executing a matching process before creating a new student ID). | | | | | | | | |
| 20. The SIS allows registrars to query and display all students matching selected criteria. | | | | | | | | |
| 21. The SIS allows registrars to attach scanned documents/attachments during the enrollment process. | | | | | | | | |
| 22. The SIS permits ALSDE to determine which data fields are required to enroll students. | | | | | | | | |
| 23. The SIS provides a date of birth and age appropriate check for a grade level as of a particular date. | | | | | | | | |
| 24. The SIS can store a student's "age appropriate" grade level data, as well as actual grade level. | | | | | | | | |
| 25. The SIS alerts users when data fields are missing information and prevents user from completing the registration process without entering the missing data. | | | | | | | | |
| 26. The SIS allows for "quick enrollment," so that a student can be placed and scheduled. The SIS flags this student to denote data entry that must be completed. | | | | | | | | |
| 27. The SIS allows a "multiple-enrolled" student's information (not demographic) to be viewable and updateable by both schools with appropriate role-based security permissions. | | | | | | | | |
| 28. The SIS can pre-register a student for a future date, but not include that student in the enrollment count. | | | | | | | | |

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| 29. The SIS indicates a student's dual enrollment (e.g., student attends multiple schools with hours in the day at each school). This could include but not limited to Career Technical locations, College, PreK, Special Ed services, etc. | | | | | | | | |
| 30. The SIS maintains information on students who receive "at-home" instruction or receive services from other special programs. | | | | | | | | |
| 31. The SIS allows enrollment of qualified eligible pre-kindergarten students who are younger than the mandatory age. | | | | | | | | |
| 32. The SIS maintains a historical record of enrollment data with grade level from initial enrollment. | | | | | | | | |
| 33. The SIS tracks next year class/grade and school. | | | | | | | | |
| 34. The SIS is able to store, display, and track the following: | | | | | | | | |
| a. The date of entry to first ALSDE school and other pertinent information (e.g., grade, school name, etc...); | | | | | | | | |
| b. The date of entry to any prior school, name of school, attendance, and other demographics for students enrolling into a ALSDE school for the first time; | | | | | | | | |
| c. The dates and eligibility in special programs (e.g., gifted, IEP, remedial, MTSS, ESL, etc...); | | | | | | | | |
| d. Special Education flag; | | | | | | | | |
| e. EL flag; | | | | | | | | |
| f. 504 flag; | | | | | | | | |
| g. Gifted flag; | | | | | | | | |
| h. Identification of student's birthplace and country; | | | | | | | | |
| i. Disadvantaged information (with appropriate confidentiality), including eligibility for free and reduced lunch; | | | | | | | | |
| j. Parent/guardian custody arrangements, including day-of-the-week joint custody arrangements; | | | | | | | | |
| 35. The SIS is able to store multiple languages (most often spoken at home, first acquired, & most often used) for a student. | | | | | | | | |
| 36. The SIS contains a field for the number of times a child has been retained. | | | | | | | | |
| 37. The SIS contains customizable field(s) for "no release of directory information," "no information to military," or "no access to Internet." | | | | | | | | |
| 38. The SIS has separate fields for house number, apartment number, street name, street type, city, state, and zip+4. SIS validates address to the US Postal web services lookup. Also, updates the in school zone flag on a student record. | | | | | | | | |
| 39. The SIS provides the ability to enter a legal alert for a student. | | | | | | | | |
| 40. The SIS provides the ability to view a medical alert for a student. | | | | | | | | |
| 41. The SIS provides the ability to view a SPED or 504 alert for a student (with security to allow selective users to receive this information). | | | | | | | | |
| 42. The SIS contains a previous name field for a student (in the event of a legal name change). | | | | | | | | |
| 43. The SIS has a process for applying, reviewing, and approving/declining transfer requests. | | | | | | | | |
| 44. The SIS is able to track the issuance of student textbooks, including the date of textbook issue, name of textbook, dollar value of textbook, and can set an obligation notification, if necessary. | | | | | | | | |
| 45. The SIS is able to track the issuance of student IT resources (e.g., laptop, mobile devices), including the date of issue and dollar value of item, and will set an obligation notification, if necessary. | | | | | | | | |

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| 46. The SIS will maintain and display student entry/withdrawal and address history for all schools attended in chronological order. The student entry/withdrawal history includes the following information, at a minimum: | | | | | | | | |
| a. Days of enrollment | | | | | | | | |
| b. Continuous days of enrollment | | | | | | | | |
| c. Complete enrollment history including school and program | | | | | | | | |
| d. Days of attendance ADA (Average Daily Attendance). (Please verify formula for deriving the ADA in the comments) | | | | | | | | |
| 47. The SIS is able to track parental/guardian employer types. | | | | | | | | |
| 48. The SIS tracks alternative education status and types. | | | | | | | | |
| 49. The SIS will maintain a variety of addresses, including physical, duty, and mailing. | | | | | | | | |
| 50. The SIS accommodates non-US residential addresses. | | | | | | | | |
| 51. The SIS provides for deployment status for sponsor and/or spouse. | | | | | | | | |
| 52. The SIS tracks the rank and grade of a military parent/guardian. | | | | | | | | |
| 53. The SIS is able to produce on-line federal race and ethnicity survey collection cards. | | | | | | | | |
| 54. The SIS will track and report home schooled students to be included or not-included in the Average Daily Attendance calculations. | | | | | | | | |

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| 55. The SIS provides a registration field to reflect a student's home-schooled status (to include auxiliary services)(e.g Art, Library, Athletic). | | | | | | | | |
| 56. The SIS is able to pre-register students that are not counted in enrollment reports. | | | | | | | | |
| 57. The SIS is able to maintain "Child Find" grade level until Pre-K eligibility is determined. | | | | | | | | |
| 58. The SIS tracks students who attend an out of zone school (e.g., exception request). | | | | | | | | |
| 59. The SIS is able to provide a student's receiving ALSDE school with the ability to view grades in progress, previous schedule, and transcripts in real-time for the transferred student. | | | | | | | | |
| 60. The SIS is able to provide a student's receiving ALSDE school with the ability to view the student's data, such as schedule, discipline, attendance, and Special Programs (e.g. EL, Gifted, SPED, 504) information. | | | | | | | | |
| 61. The SIS provides a workflow that provides a notification of withdrawn and gained students to staff that have a need to record, process, or be notified. | | | | | | | | |
| 62. The SIS can electronically transfer a student's medical information, such as immunization records and/or health information, to the student's receiving school. | | | | | | | | |
| 63. The SIS will provide a printable student withdrawal form that includes: current classes, grades, attendance, and fees owed. | | | | | | | | |
| 64. The SIS allows users to track, maintain, and print enrollment and withdrawal histories. | | | | | | | | |
| 65. The SIS allows a withdrawn student's records to be available for record transfer to other schools. | | | | | | | | |
| 66. The SIS will provide a workflow notification of withdrawn and gained students to staff that have a need to record, process, or be notified of the action. | | | | | | | | |
| 67. The SIS tracks historic enrollment and associated enrollment codes retained by school, school year, and date. | | | | | | | | |

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| 68. The SIS will provide an alert at withdrawal for all required information, such as fines, fees, textbooks outstanding, lunch account, and property due. | | | | | | | | |
| 69. The SIS provides electronic transcripts in national standard formats for sending to colleges. | | | | | | | | |
| Section H: Attendance Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS will contain a suite of standard attendance reports with user-defined selection criteria and print options (e.g., zero absences, date ranges, specific absence reasons, selected students, etc...). | | | | | | | | |
| 2. The SIS will contain a report displaying students meeting specific criteria based on consecutive absences or periods. User can define the period of time, number of periods missed, and number of days missed. | | | | | | | | |
| 3. The SIS identifies students who have attendance problems based upon user-defined criteria (e.g., 20 days consecutive absence). | | | | | | | | |
| 4. The SIS will track attendance letters, interventions, and contacts, including any narrative comments. Data is available for view in the teacher's module. Teachers and counselors may record their own interventions. | | | | | | | | |
| 5. The SIS will provide and attendance tracking and notification suite that tracks who has been contacted and at what level of contact (e.g., first notice, second notice, etc...). | | | | | | | | |
| 6. The SIS will allow for attendance intervention for schools with different schedules and calendars. (Please describe this functionality) | | | | | | | | |
| 7. Within the SIS, letters and emails will be generated for truancy, habitual truants, and unexcused absences, based on user-defined criteria that follows district policy. Letters/emails identify the specific school/program. The sis will provide a dashboard view of a queue to notify where students are in the levels of attendance intervention. | | | | | | | | |
| 8. The SIS will provide for designated users can override the mailing of an attendance truancy notification letter/email. | | | | | | | | |
| 9. When a designated user overrides the mailing of a letter/email, the SIS records this and shows in a viewable history that the letter was not sent. | | | | | | | | |
| 10. The SIS will provide for parents to be notified of attendance issues through letters, email, and the parent portal based upon user-defined criteria. | | | | | | | | |
| 11. The SIS will provide for actions taken to resolve attendance issues to be added to a student's record using a district- or school-defined list. | | | | | | | | |
| 12. The SIS will provide the generation of custom reports or exports that meet a district or school's attendance management needs (e.g., trending the data, reporting more/less than a certain number of days/occurrences, specified absence codes, teacher daily report, annual history w/attendance codes). | | | | | | | | |
| 13. The SIS allows users to view, query, and analyze all historical attendance data for a student. | | | | | | | | |
| 14. The SIS is able to correlate attendance information to student factors, such as: program participation, health issues, academic progress, and demographic factors. | | | | | | | | |
| 15. The SIS generates an absence call list with contact information for manual calling. | | | | | | | | |
| 16. The SIS will provide for the reporting of perfect attendance based on user-defined criteria (e.g., include or exclude tardiness, include or exclude partial day absences). | | | | | | | | |
| 17. The SIS allows a student's attendance during non-school hours to be identified as make-up time and converted to a day/period of attendance in any analysis of student's attendance. | | | | | | | | |
| 18. The SIS will provide attendance data to be displayed/reported in charts and other graphical formats. | | | | | | | | |

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| 19. The SIS will provide teachers a way to view student attendance history for the specific class for which roll is being taken, including the reason codes for the absences. | | | | | | | | |
| 20. The SIS allows users define and save filters used to view/report attendance data for a student, group, or a class. | | | | | | | | |
| 21. The SIS allows users to view, query, and produce reports of students and instructional hours. | | | | | | | | |
| 22. The SIS will provide teachers/substitutes a way to print a blank attendance roster for manual collection of attendance data. | | | | | | | | |
| 23. The SIS enables the classroom attendance roster to print user-defined alerts (e.g., a teacher can choose to display student's health alerts). | | | | | | | | |
| 24. The SIS allows customer configurable set-up / access to attendance rules. | | | | | | | | |
| 25. The SIS will provide attendance to be tracked for both period and daily attendance (e.g., positive or negative attendance). | | | | | | | | |
| 26. The SIS accepts attendance only for valid school days based on individual school calendars. | | | | | | | | |
| 27. The SIS integrates with course meet patterns / calendars, and calendars set at the school & district levels. (e.g., If a course is not scheduled to occur on a specific day, the SIS will not allow attendance to be input that day). | | | | | | | | |
| 28. The SIS allows schools to set whether teachers are allowed to take attendance for prior days. | | | | | | | | |
| 29. The SIS allows schools to define how a half-day or full-day absence is determined, (e.g., by the number of periods, the percent of schedule, or number of minutes). | | | | | | | | |
| 30. The SIS allows schools to exclude certain periods of the day from being used in attendance calculations. (Please describe this functionality, e.g., ability to exclude any period that runs for a certain number of minutes or less). | | | | | | | | |
| 31. The SIS allows attendance entry for a student at multiple schools with different attendance calendars or course meet patterns (e.g., Student is attending 2 schools. One school is a 4 period day school, the other is a 8 period day school (this is the home school). The student's schedule is set to attend 4 periods at the 8-period school, and 2 periods at the 4-period school). | | | | | | | | |
| 32. The SIS allows attendance reason codes to be established by the customer and the user role limits access to changes. | | | | | | | | |
| 33. The SIS differentiates between types of absences (e.g., excused, unexcused, authorized, late, or tardy). | | | | | | | | |
| 34. The SIS allows the customer to define an unlimited number of absence reason codes (e.g., illness, suspension, vacation, etc...). | | | | | | | | |
| 35. The SIS allows a school to use only the customer-defined absence reason codes. | | | | | | | | |
| 36. The SIS allows each reason code to include a weight for enabling intervention letter notification to parents. | | | | | | | | |
| 37. The SIS protects attendance data entered by the school office from being modified, deleted, or overwritten by a teacher. | | | | | | | | |
| 38. The SIS accurately computes and reports customer defined attendance-related data using a quarter-interval throughout the school day for all schools. This is used to calculate the "average daily attendance (student) (ADA). | | | | | | | | |
| 39. The SIS tracks changes to all attendance data fields. | | | | | | | | |
| 40. The SIS allows historical attendance data to be imported/converted from legacy student systems. | | | | | | | | |
| 41. The SIS allows attendance records for withdrawn students to be maintained for the current year and associated with the school from which the student has withdrawn. | | | | | | | | |

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| 42. The SIS allows attendance data to be accessible to all users who need to view or use it (e.g., teachers, office staff, coaches, parents, librarians, counselors, etc...). | | | | | | | | |
| 43. The SIS allows a school to define what triggers an attendance-related notification to staff (e.g., student scheduling changes, invalid dates, etc...). | | | | | | | | |
| 44. The SIS will provide attendance-related notifications the ability to include a threshold of days or periods missed, producing a notification displaying students that meet the threshold on the current date. | | | | | | | | |
| 45. The SIS allows the invalid date notification to include a prearranged absence for a date after a student has withdrawn or dropped a class. | | | | | | | | |
| 46. The SIS allows a student scheduling change notification to include a notice to clean-up or change the date of a prearranged absence or move the prearranged absence to a new class. | | | | | | | | |
| 47. The SIS will provide attendance-related notifications to be set to alert specific user groups, or users based on role access (e.g., A notification showing students that have missed 10 consecutive schools days and are eligible by law for withdrawal shall only be seen by attendance office staff and administrators). | | | | | | | | |
| 48. The SIS accommodates a communication and notification system for absences and tardiness through telephone and email and to multiple contact numbers. | | | | | | | | |
| 49. The SIS will provide different methods for mass entry of attendance (e.g., by course or class (a class going on a field trip), by team or group (team teachers, academic teams of students, athletic teams), by grade level (all the 7th graders who are required to miss 2nd period for testing), by teacher, or by bus). | | | | | | | | |
| 50. The SIS allows different methods for inputting attendance records for a single student. | | | | | | | | |
| 51. The SIS allows users to quickly identify students who have attendance in the system but no academic schedule. | | | | | | | | |
| 52. The SIS allows attendance screens/reports to be fully integrated with scheduling changes and automatically reflect course adds and drops. | | | | | | | | |
| 53. The SIS allows attendance to be maintained for a student who enters and withdraws multiple times within the same school year. | | | | | | | | |
| 54. The SIS allows attendance to always be retained despite student's scheduling activity (e.g., adds, drops, withdrawals, and transfers). | | | | | | | | |
| 55. The SIS allows attendance data to be transferred along with a student who transfers to a new course in the same scheduling time period. | | | | | | | | |
| 56. The SIS allows the attendance module to interface with the conduct module for suspensions (e.g., a student is automatically marked as suspended instead of absent on days for which an out-of-school suspension has been entered into the conduct module, mass check in/out capabilities). | | | | | | | | |
| 57. The SIS allows designated school users to override automated suspension absences. | | | | | | | | |
| 58. The SIS manages how and/or whether attendance data can be entered or edited after a student is withdrawn. | | | | | | | | |
| 59. The SIS prevents entry of attendance on dates the student is not actively enrolled in the class/homeroom or on a day the class does not meet. | | | | | | | | |
| 60. The SIS allows blank attendance activity to imply that the student is present. | | | | | | | | |
| 61. The SIS allows absences to be recorded for early dismissals or late arrivals at all school levels, including elementary level. | | | | | | | | |

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| 62. The SIS allows individual students to have multiple kinds of attendance recorded (e.g., "seat time," independent study, present/absent, number of instructional hours, number of instructional minutes). | | | | | | | | |
| 63. The SIS accommodates multiple attendance entry methods (e.g., on-line entry, wireless devices like smart phones, scanners, pda, barcode scanning, optical, and external imports). | | | | | | | | |
| 64. The SIS allows school office staff to enter attendance information for a whole class if a teacher is absent. | | | | | | | | |
| 65. The SIS identifies teachers who have not yet entered absences for a particular period of the day. | | | | | | | | |
| 66. The SIS allows a teacher to enter attendance on a single class list/screen when a class length spans two or more periods. | | | | | | | | |
| 67. The SIS accommodates team-teaching scenarios (e.g., in a four-member teacher team, any one of the teachers can take attendance for their designated classes or homerooms). | | | | | | | | |
| 68. The SIS allows attendance data to be entered using student photos in a class seating chart. | | | | | | | | |
| 69. The SIS allows attendance data to be viewed/entered by monthly calendar or full-year view. | | | | | | | | |
| 70. The SIS allows for a combined class list to enable teachers to take attendance when teaching more than one course in a period. | | | | | | | | |
| 71. The SIS allows attendance to be entered for students who do not have course schedules. | | | | | | | | |
| 72. The SIS allows teachers to see if a student was marked as absent in a previous period. | | | | | | | | |
| 73. The SIS allows students' absences to be pre-set (e.g., for a planned study trip, emergency leave). | | | | | | | | |
| 74. The SIS provides access to pre-approved absences before attendance is taken. | | | | | | | | |
| 75. The SIS allows a student's all-day absence to be entered once for all classes. | | | | | | | | |
| 76. The SIS allows substitute teachers to take attendance. | | | | | | | | |
| 77. The SIS allows designated users to easily change students' attendance history. | | | | | | | | |
| 78. The SIS stores and reports detailed absence history information from all prior school years across all schools attended. | | | | | | | | |
| 79. The SIS allows users to navigate quickly between attendance roster and a student's demographic record. | | | | | | | | |
| 80. If student must be marked as a No Show on Day 1, the SIS should maintain a copy of the student schedule that is easily imported if the student re-enrolls. | | | | | | | | |
| 81. The SIS includes an online registration component for parents/guardians to input a variety of information. | | | | | | | | |
| 82. The SIS allows demographics, contacts, attendance, and grades to sync between serving schools and base schools (CTE Centers and other Special School Configurations). | | | | | | | | |
| 83. The SIS will provide a way to set a cap on the number of attendance codes that can be entered by users for a student during a given timeframe. | | | | | | | | |
| 84. SIS will provide for teacher attendance to be recorded. | | | | | | | | |
| Section I: Schedule Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS builds a master schedule automatically based on the input of available courses, teachers and rooms; customer defined scheduling rules, and student course requests. Courses and its characteristics are defined by ALSDE and can be loaded centrally for availability to all Systems/Schools. | | | | | | | | |
| 2. The SIS allows the option to manually create or modify an existing schedule. | | | | | | | | |
| 3. The SIS scheduler algorithm ensures that students are enrolled in grade-level appropriate courses that lead to achievement of graduation requirements. | | | | | | | | |

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| 4. The SIS detects and resolves scheduling conflicts for classrooms, teachers, course sections, period schedule, and maximum class size and provides notification to user when scheduling conflicts cannot be resolved so that they can be resolved manually. | | | | | | | | |
| 5. The scheduling algorithm ensures that the master schedule builder does not schedule a teacher for more than a certain number of user defined classes in a row without a break. | | | | | | | | |
| 6. The SIS allows the customer to define the maximum number of classes in a row without a break as a parameter that can be adjusted for each individual teacher. | | | | | | | | |
| 7. The SIS allows the user to have the ability to manually schedule and lock specific course sections and run the scheduling algorithm for remaining classes. | | | | | | | | |
| 8. The SIS can manually lock specific student scheduled classes and run the scheduling algorithm for remaining students. | | | | | | | | |
| 9. The SIS allows a user to manually assign students to course sections then run the scheduling algorithm for unscheduled course requests. | | | | | | | | |
| 10. The SIS supports a variety of scheduling models during the same school year, including: traditional 7-period day, AB block schedule, etc... | | | | | | | | |
| 11. The SIS allows for rotating schedules. | | | | | | | | |
| 12. The SIS allows for a combination of traditional and block schedules (courses are longer but offered only three times in a five-day cycle i.e. 4 period day 3 times a week; 7 period day 2 times per week). | | | | | | | | |
| 13. The SIS can schedule elementary schools including but not limited to balancing class size and gender, schedule specialists, schedule individualized pull out programs, schedule small groups, etc... | | | | | | | | |
| 14. The SIS can manually schedule a student into more than one course at the same time. | | | | | | | | |
| 15. The SIS allows student schedule changes to be manually adjusted and to take effect at the beginning of a specific term and/or a specific date (i.e. future date). | | | | | | | | |
| 16. The SIS allows teachers to be manually assigned to multiple sections in the same period. | | | | | | | | |
| 17. The SIS can combine student rosters for each section in a combined group to produce a single roster for all sections. | | | | | | | | |
| 18. The SIS can cap the total number of combined students in a specific section of a course. | | | | | | | | |
| 19. The SIS can display course tally data on the screen and on a printed report in multiple views (examples: broken down by gender, ethnic code, and grade level) | | | | | | | | |
| 20. The SIS can associate a staff member with more than one school for the purposes of including a staff member in each school's master schedule. | | | | | | | | |
| 21. The SIS allows virtual (secondary) school teachers to be displayed on the master schedule of the primary school. | | | | | | | | |
| 22. The SIS scheduler allows the linking of courses that must be taken together. Modification to one linked course is automatically applied to all linked courses (e.g., if the period assignment changes for one section in a four course wheel, the period assignment is automatically applied to the other three sections). | | | | | | | | |
| 23. The SIS allows for school specific versions of pre-defined rules to assist in creation of the master timetable. | | | | | | | | |
| 24. The SIS provides support for special class meeting patterns such as a sequential 2 hr block or split 2 hr block. | | | | | | | | |
| 25. The SIS has the ability to allow for restructuring the number of periods per day even after classes have been scheduled. | | | | | | | | |
| 26. The SIS supports the ability for a teacher to teach two classes during same class period. | | | | | | | | |

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| 27. The SIS can combine multiple rosters in the teacher tools (e.g., grade book and attendance) based on when a section is scheduled (period), and/or teacher name, and/or room number. | | | | | | | | |
| 28. The SIS allows the mass scheduler to run without interrupting SIS use for other users. | | | | | | | | |
| 29. The SIS provides capability to balance students across class sections automatically based on pre-defined criteria (e.g., grade, gender, ethnicity, special education, G/T, ESL, etc.) | | | | | | | | |
| 30. The SIS allows users to manually assign students to classes. | | | | | | | | |
| 31. The SIS allows users to drag-and-drop students between classes. | | | | | | | | |
| 32. The SIS provides a visual representation of the student's class schedule. | | | | | | | | |
| 33. The SIS automatically adheres to pre-defined maximum class sizes. If class size is allowed to be exceeded, alerts user if class size surpasses maximum class size. | | | | | | | | |
| 34. The SIS allows for the previewing of student load results prior to loading students and allows for the user to revert to a previous run. | | | | | | | | |
| 35. The SIS schedules students into as many classes as possible, provides feedback of students with partial schedules, and conflict matrix with suggested solutions. | | | | | | | | |
| 36. The SIS allows schools to apply rules to courses (i.e. course sequencing). | | | | | | | | |
| 37. The SIS allows the schedule of students based on user-defined priority (i.e. grade, gender, ethnicity). | | | | | | | | |
| 38. The SIS provides the capability to "lock in" completely scheduled students or classes within a scheduling run, and process only partially scheduled students on successive scheduling runs. | | | | | | | | |
| 39. The SIS provides the ability to 'drag and drop' classes to change course, room and/or teacher in real time. | | | | | | | | |
| 40. The SIS provides a variety of standard post-scheduling reports which can be customized and replaced at any time. | | | | | | | | |
| 41. The SIS allows student schedule changes be maintained in an audit log including date, time, change and the logged user making the change | | | | | | | | |
| 42. The SIS allows users to preview load results with and without scheduling rules (e.g., teacher restrictions, schedule restrictions). | | | | | | | | |
| 43. The SIS is able to track the instructional minutes students attend specific subjects at the elementary school level. | | | | | | | | |
| 44. The SIS allows a user to manually develop an individual student's schedule for a complete set of courses or one course at a time. | | | | | | | | |
| 45. The SIS is able to make a schedule change in advance of date it will take affect without dropping student from grade book or attendance. | | | | | | | | |
| 46. The SIS allows a counselor to look at student schedule information including access to transcript, graduation requirements, and course requests. | | | | | | | | |
| 47. The SIS is able to see current term/year schedule when scheduling for future terms or future years. | | | | | | | | |
| 48. The SIS will provide for developing multi-year course selections (4 year plan). | | | | | | | | |
| 49. The SIS allows for modification of a scheduled section (teacher, room, and period) without unscheduling students. | | | | | | | | |
| 50. The SIS allows a user to modify a student's schedule directly from the class roster in the master schedule. | | | | | | | | |
| 51. The SIS allows the master schedule to accommodate any number of district-defined marking periods within each term, semester or year. | | | | | | | | |

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| 52. The SIS allows schools to modify the district term date range at the school level. | | | | | | | | |
| 53. The SIS allows for a variety of bell schedule types, including but not limited to: rotating, block schedule, tumbling period, traditional 7 period day, or any combination of these bell schedules running simultaneously. | | | | | | | | |
| 54. The SIS supports multiple bell schedules, including special day bell schedules, allowing for combined days, and alternate period length. | | | | | | | | |
| 55. The SIS allows scheduling for all school types, including but not limited to; elementary, middle, high, unit, virtual, and summer. | | | | | | | | |
| 56. The SIS allows a student to be scheduled in multiple schools and allows all schools in which the student is scheduled to have access to the student's schedule data. | | | | | | | | |
| 57. The SIS is aware of student's classes scheduled in another school and has the option of scheduling around those classes. | | | | | | | | |
| 58. The SIS ensures that multiple academic years can be recognized at one time to allow for scheduling an upcoming year while the current year is in progress. | | | | | | | | |
| 59. The SIS ensures that students can be scheduled into next year courses at the student's future (feeder) school. | | | | | | | | |
| 60. The SIS supports scheduling for elementary school needs (e.g., art, gym, music, team teaching, etc...). | | | | | | | | |
| 61. The SIS master schedule supports an unlimited number of courses and sections. | | | | | | | | |
| 62. The SIS supports unlimited periods per day. | | | | | | | | |
| 63. The SIS ensures that the actual time a class begins and ends can be captured. | | | | | | | | |
| 64. The SIS automatically determines the total number of minutes required to equal full-time or part time enrolment based on class enrollment. | | | | | | | | |
| 65. The SIS accommodates team teaching scenarios. | | | | | | | | |
| 66. The SIS ensures that the school can copy the course catalog from one year to another. | | | | | | | | |
| 67. The SIS provides a school calendar for scheduling beginning and end of school year, holidays, vacations, in-service days, and other days when staff is present and students are not. | | | | | | | | |
| 68. The SIS supports any user definable schedule term (Semester, Trimester, and Quarter). | | | | | | | | |
| 69. The SIS provides the ability to assign classroom types which integrates with the master schedule builder to assist in scheduling classes into appropriate locations. | | | | | | | | |
| 70. The SIS is able to identify selected classrooms with courses (e.g., Chemistry Lab associated with Chemistry I Lab and Chemistry II Lab). The scheduling algorithm ensures that course sections that require specialized classrooms are assigned to those rooms. | | | | | | | | |
| 71. The SIS allows a student to take a single semester of a year-long course and take either semester. | | | | | | | | |
| 72. The SIS provides ability to set room capacity settings (maximum students) and the ability to set teacher capacity settings (maximum students). | | | | | | | | |
| 73. The SIS is able to copy a previous year's schedule framework (e.g., bell schedule, periods, courses, teachers, teacher qualifications, rooms, rooms required by specific courses, and teaching assignments) to the next year. The SIS allows the Scheduler to modify the framework, as needed, prior to running the scheduling algorithm. | | | | | | | | |
| 74. The SIS is able to associate multiple teachers and courses based on team teaching concept. This is the ability to create core subject teams in which students are associated with all teachers in a team. | | | | | | | | |
| 75. The SIS can accommodate a summer school scheduling calendar cross multiple school years. | | | | | | | | |

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| 76. The SIS supports multiple build (next year) schedule scenarios. | | | | | | | | |
| 77. The SIS allows for prerequisites to be defined for any course within the course catalog, including courses and minimum grade requirement. | | | | | | | | |
| 78. The SIS allows for balancing of core/elective courses for all scheduling terms (Semester, Trimester, and Quarter). | | | | | | | | |
| 79. The SIS allows for courses within the course catalog to be made inactive/active in a number of ways (individual courses, courses displayed as a list). | | | | | | | | |
| 80. The SIS allows for the linking of courses (Government/Economics, Drivers Ed/Health, etc.) | | | | | | | | |
| 81. The SIS will provide for mass enrolling students into a course in another LEA. | | | | | | | | |
| Section J: Academic Profile Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS will provide an academic profile report for each student that contains the following information (configurable): | | | | | | | | |
| a. Biographical/Demographic data, including at a minimum: | | | | | | | | |
| 1) Student Picture; | | | | | | | | |
| 2) Last, First, and Middle Name; | | | | | | | | |
| 3) Enrollment Date; | | | | | | | | |
| 4) Homeroom; | | | | | | | | |
| 5) Grade; | | | | | | | | |
| 6) Student ID Number; | | | | | | | | |
| 7) Date of Birth; | | | | | | | | |
| 8) Home Language; | | | | | | | | |
| 9) Gender; | | | | | | | | |
| 10) Race; | | | | | | | | |
| 11) Ethnicity; | | | | | | | | |
| 12) Sponsor Name (Last, First, Middle); | | | | | | | | |
| 13) Cell Phone Number; | | | | | | | | |
| 14) Duty Phone Number; | | | | | | | | |
| 15) Home Phone Number; | | | | | | | | |
| 16) Spouse Name (Last, First, Middle, cell, duty, home phone numbers); | | | | | | | | |
| 17) Home Address (street, town, and zip code); | | | | | | | | |
| 18) Emergency Contact Name and Phone Number (1st contact and 2nd contact); and | | | | | | | | |
| 19) Medical Alerts; | | | | | | | | |
| b. Attendance Rate (Total Number of Days Absent/Total number of School days); | | | | | | | | |
| c. System-wide Assessments defined by ALSDE on yearly basis (e.g. ACT) | | | | | | | | |
| d. Awards and Distinctions (CTE Endorsement and Certification); | | | | | | | | |
| e. Specialized Services (Gifted and Talented, EL, SpEd, 504); | | | | | | | | |
| f. Academic Alerts (GPA, Graduation requirements, and attendance rate); | | | | | | | | |
| g. Academic Alerts (PSAT [total scores], SAT [total scores], ACT [total scores], Alternate Assessment, LAS Links, AP Scores, SRI [performance levels], grades [Ds and Fs], and Type to Learn); | | | | | | | | |
| h. Extra-Curricular Activities (sports and academics); and | | | | | | | | |
| i. College and Career Ready Plans (3, 4, and 5 year plans, and College and Career Plans). | | | | | | | | |
| 2. The SIS integrates with CNP software so updating the free/reduced lunch status of students can be used to determine ACT/SAT Waiver eligibility. | | | | | | | | |
| 3. The SIS will provide student identification cards to be generated in a number of sizes and formats. | | | | | | | | |
| 4. The SIS allows for the recording of scholarship and grant monies awarded to students. | | | | | | | | |
| 5. The SIS allows for student or staff entry of data via a student, parent, and staff portal. | | | | | | | | |

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| Section K: Gradebook Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
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| 1. The SIS grade book provides a single grade book component that is flexible enough to meet the needs of all grade levels and learning modalities including: preschool services for students with disabilities, Pre-K, early childhood, middle, high school, and distance learning. | | | | | | | | |
| 2. The SIS provides the ability to capture marks for special programs. | | | | | | | | |
| 3. The SIS allows special program teachers to use the grade book for all students in a roster (those having a common set of assignments) and have the ability to automatically rollup grades to the students' progress reports and report cards. | | | | | | | | |
| 4. The SIS provides a grade book for each teacher. | | | | | | | | |
| 5. The SIS allows each teacher to have a roster for each assigned class or course section and enter grades. | | | | | | | | |
| 6. The SIS grade book allows specific assignments to be distributed to multiple class rosters (within multiple grade books). | | | | | | | | |
| 7. The SIS grade book allows multiple teachers to be assigned in multiple rosters in one grade book (e.g., integrated programs). | | | | | | | | |
| 8. The SIS grade book allows multiple teachers to be assigned in multiple rosters distributed over multiple grade books (e.g., integrated programs). | | | | | | | | |
| 9. The SIS provides grade book access to teachers from remote (non-school based) locations. | | | | | | | | |
| 10. The SIS dynamically generates and transfers grades for progress reports, report cards, and transcripts. | | | | | | | | |
| 11. The SIS allows teachers to select the assignments that will be seen by guardians/parents and students. | | | | | | | | |
| 12. The SIS contains a process that sends email progress reports for the individual student to the student or student's sponsor. | | | | | | | | |
| 13. The SIS allows teachers to modify marks in the grade book until the close of the marking period and the official report cards are generated. | | | | | | | | |
| 14. The SIS limits changes to the official report cards to only defined users. | | | | | | | | |
| 15. The SIS maintains current grade-to-date and grade point average (GPA) to date for each student. | | | | | | | | |
| 16. The SIS gradebook provides the following status of assignments submitted and their due dates: "Not Submitted", "Submitted", "Exempt", "Incomplete" and/or marks earned. | | | | | | | | |
| 17. The SIS flags students at risk of failing (D and F students). | | | | | | | | |
| 18. The SIS provides sequential navigation for the ability to import a roster of students from a classroom, course section, distance learning course, or special course. | | | | | | | | |
| 19. The SIS allows multiple course sections to be selected to create a combined roster in a single or multiple grade books. | | | | | | | | |
| 20. The SIS allows the creation of a new roster by selecting one or more students from the student information screen based on teaching assignment and administrative rights. | | | | | | | | |
| 21. The SIS allows teachers to export class rosters and grades by student, section, or course to other school level personnel. | | | | | | | | |
| 22. The SIS is able to interface the grade book with the current ALSDE standards for each content area Pre-k – grade 12. | | | | | | | | |
| 23. The SIS allows users to select, copy, download, print, and send standards, model units, and lesson plans, as well as, copy curriculum templates for instructional classroom planning. | | | | | | | | |

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| 24. The SIS allows teachers to select, copy, download, print, and send student marks from multiple measures, as well as copy a template for computing grades. | | | | | | | | |
| 25. The SIS will provide a set of standard grade types (numeric, letter, rubric, and user defined codes) based on grading policy established by customer. | | | | | | | | |
| 26. The SIS will provide a set of standard assignment statuses, including: "Not Submitted", "Submitted", "Exempt", "Incomplete", "Late", "Received", Other with comment box | | | | | | | | |
| 27. The SIS allows teachers to select their default preference for their Assignment Status setting. | | | | | | | | |
| 28. The SIS allows teachers to turn-on/turn-off, hide, and/or opt out of their assignment status setting. | | | | | | | | |
| 29. The SIS allows teachers to create a variety of assignment types (e.g., classwork, homework, project, academic exercise, lab, quiz, test, unit test, alternative assignment, and extra credit). | | | | | | | | |
| 30. The SIS allows teachers to assign weighting by assignment type. | | | | | | | | |
| 31. The SIS allows teachers to color-code assignments by grading period and other teacher-identified criteria. | | | | | | | | |
| 32. The SIS allows teachers to select one or more standard from one or more content area and articulate their alignment to one or more assignment. | | | | | | | | |
| 33. The SIS allows teachers to create an assignment with various and diverse characteristics. | | | | | | | | |
| 34. The SIS defaults to the current date for students' marks/assignments and is changeable by the teacher. | | | | | | | | |
| 35. The SIS allows a user to select a single student, a subset of students, or all students in a roster and assign the same grade for an assignment. | | | | | | | | |
| 36. The SIS provides fields for makeup tests and assignments based on grading policy. | | | | | | | | |
| 37. The SIS provides for managing student grades through dual enrollment, such as Distance Learning and brick/mortar school attendance or AP/College Credit enrollment. | | | | | | | | |
| 38. The SIS automatically saves grade book information on a user-defined interval. | | | | | | | | |
| 39. The SIS includes a robust learning management system that automatically populates the teacher's classroom when a student is enrolled. | | | | | | | | |
| 40. The SIS and LMS sync seamlessly with each other (grades, reports, etc.) | | | | | | | | |
| 41. The SIS allows for various alerts to be created and delivered to administrators (posting dates/times, number of graded assignments). | | | | | | | | |
| 42. The SIS allows for uploading course standards at the state, district, and school levels. | | | | | | | | |
| 43. The SIS allows for standards-based reports to be generated based on user-input criteria. | | | | | | | | |
| Section I: Student Report Card Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS will provide an individual student report card that reflects specified data (e.g., courses taken, courses attempted, marks earned (e.g., grades, symbols) , GPA (to include weighted GPA, as appropriate), and attendance) that can be printed or delivered through email. | | | | | | | | |
| 2. The SIS includes a legend of the grading scales (e.g., letter grades, progress notes, etc.) used by grade level (i.e., elementary, secondary). | | | | | | | | |
| 3. The SIS can print curriculum standards on the report card. | | | | | | | | |
| 4. The SIS annotates special educational accommodations (e.g., EL, SPED, etc.) provided to the student. | | | | | | | | |
| 5. The SIS calculates summary grades from the grade book module and progress reports for end-of-term, end-of-semester, and end-of-year grades. | | | | | | | | |

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| 6. The SIS provides a progress report that include grades retrieved from the grade book module and provides the ability to print, view online, and email it to parents/sponsors. | | | | | | | | |
| 7. The SIS allows users to select the content that will be included on the progress report; such as, demographic information, grades, staff names, and comments. | | | | | | | | |
| 8. The SIS allows teachers to control the type of information shown and the time the information is made available to guardian/parents. | | | | | | | | |
| 9. The SIS allows teachers to request an email receipt, when emailing report cards and progress reports. | | | | | | | | |
| 10. The SIS allows teachers to override a summary grade for progress reports, end-of-term, end-of-semester, and end-of-year report cards. The entered grade becomes the grade of record on the progress report, summary grade, and report card. | | | | | | | | |
| 11. The SIS allows a user to select assignments that make up a student's grade and allow assignments to be completed in any order. | | | | | | | | |
| 12. The SIS allows teachers to indicate which assignments to include in the calculation of a quarter or semester grade on a student-by-student and assignment-by-assignment basis. | | | | | | | | |
| 13. The SIS provides for both letter, number and color grades. | | | | | | | | |
| 14. The SIS allows teachers to select comments from a pre-qualified list, as well as modify the comments, which will then print on the progress report and/or report card. | | | | | | | | |
| 15. The SIS allows teachers to develop and save free form text comments for reuse. | | | | | | | | |
| 16. The SIS retains comments to be viewed cumulatively over the school year. | | | | | | | | |
| 17. The SIS allows comments to be sorted by text, code, type (positive, negative). | | | | | | | | |
| 18. The SIS allows comments entered through the grade book for progress reports and report cards to automatically roll up to the official report card with the grade. | | | | | | | | |
| 19. The SIS includes a student attendance summary (absences, tardies, number of school days) on progress reports. | | | | | | | | |
| 20. The SIS allows teachers to select assignments to be shown on the progress report. | | | | | | | | |
| 21. The SIS is able to add attachments to a report card or progress report through a variety of options, including: a MS Windows platform (Electronic Portfolio), MS Word, digital photographs, audio files, digital video, and PowerPoint presentations. | | | | | | | | |
| 22. The SIS is able to include overdue book notices with progress reports and report cards. | | | | | | | | |
| 23. The SIS allows teachers to verify individual student report cards and submit them online. | | | | | | | | |
| 24. The SIS allows submitted and verified report cards to be indicated by a color change in the quarter or semester column for the student. | | | | | | | | |
| Section M: Secondary Transcript Mgmt Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS allows for the recording of scholarship and grant monies awarded to students. | | | | | | | | |
| 2. The SIS allows for student or staff entry of the above data via a student portal. | | | | | | | | |
| 3. The SIS allows for multiple customer defined identifiers to be recorded: (students last name, first name, gender, ethnicity, the student number, the type of financial aid (e.g., scholarship or grant), the name of the scholarship or grant, the amount of money awarded, the amount of scholarship, money accepted). | | | | | | | | |
| 4. The SIS generates reports which identify user defined data. | | | | | | | | |

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| 5. The SIS identifies and records the students' academic record. | | | | | | | | |
| 6. The SIS accurately records and maintains the credit-bearing high school courses (Grades 7 – 12) the student is enrolled in, attempted, and completed, and records the grade earned, credit earned, and potential credit of the course(s). | | | | | | | | |
| 7. The SIS accurately records and maintains student performance data by school year, including: the school in which it was taken, the equivalent course if taken at a transfer school, term grades, credits earned per course, potential credit by course, quality points earned by school year, GPA earned by school year, credits earned by school year, and potential credits earned by school year. | | | | | | | | |
| 8. The SIS allows users to input special marks from a pre-set "special mark" pull down menu. | | | | | | | | |
| 9. The SIS allows for display of exceptions provisions on the student record. | | | | | | | | |
| 10. The SIS allows school administrators and counselors to flag students for graduation requirement exceptions. | | | | | | | | |
| 11. The SIS accurately records and maintains the students cumulative academic record, including: cumulative potential credits earned, cumulative credits earned, class rank, cumulative quality points earned, cumulative weighted GPA, cumulative un-weighted GPA, and diploma type earned. | | | | | | | | |
| 12. The SIS automatically calculates student class rank, as required by customer defined policy and guidance. | | | | | | | | |
| 13. The SIS automatically filters in Course Pathways completion/endorsement by using a "If..., then..." computation (e.g., If the student takes and passes courses X, Y, and Z, then the student earns XYZ endorsement) | | | | | | | | |
| 14. The SIS allows for sharing and automatic importing of data, when appropriate. | | | | | | | | |
| 15. The SIS allows for the recording of secondary students' graduation status information. | | | | | | | | |
| 16. The SIS generates an Exit Status Report, which will identify the number of students who (configurable): | | | | | | | | |
| a. Graduated with a ALSDE standard diploma; | | | | | | | | |
| c. Graduated with an International Baccalaureate diploma; | | | | | | | | |
| d. Graduated under the senior year transfer options; | | | | | | | | |
| e. Graduated with a standard diploma based upon the Individual Education Program (IEP) graduation plan course of study; | | | | | | | | |
| f. Received approved exception to minimum graduation requirements; and | | | | | | | | |
| g. Did not graduate as expected during the requisite school year at the high school. | | | | | | | | |
| Four-Year Education Plans of Study | | | | | | | | |
| 17. The SIS allows for the recording of secondary students' four-year education plans of study. | | | | | | | | |
| 18. The SIS can record student identification information on each student's plan (first name, last name, student number, sponsor name, parent/ guardian name, home phone number and graduation date). | | | | | | | | |
| 19. The SIS allows for student generated four-year education plans of study to complete graduation requirements (at minimum) and post-secondary plans online. The plan will account for required course-taking, credits for high school graduation, and the students' post-secondary goal (e.g., 2 year institution, 4-year learning institution, military, career goal, etc). | | | | | | | | |
| 20. The SIS generates course requests from the four-year education plans of study. | | | | | | | | |

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| 21. The SIS generates warnings for stakeholders, which highlight gaps in plans that do not meet minimum graduation requirements. | | | | | | | | |
| 22. The SIS allows student access to edit plan during their high school experience. | | | | | | | | |
| 23. The SIS tracks changes made to student plans and identifies who made the change to the plan. | | | | | | | | |
| 24. The SIS allows school counselors to pull an early warning report identifying students whose plans do not meet minimum graduation requirements. The report includes the student's first and last name, student number, and identifies the deficit courses and/or credits. | | | | | | | | |
| 25. The SIS accommodates alternative course-taking plans (e.g., students with IEP's, EL, etc...). | | | | | | | | |
| 26. The SIS allows select users to access the four to six year plan to monitor secondary students performance in meeting graduation requirements. | | | | | | | | |
| 27. The SIS can house the student plan that shows high school graduation requirements and records the student's progress in meeting high school graduation requirements. | | | | | | | | |
| 28. The SIS automatically imports course completion data and identifies met graduation requirements (e.g., GPA, course-taking, credit completion). For example, when a student completes Algebra I, the field for that course will turn green. | | | | | | | | |
| 29. The SIS allows for classes taken at a prior school to be recorded on the transcript and to accurately transfer on the performance tracker within the appropriate graduation requirement category. | | | | | | | | |
| 30. The SIS provides virtual awards for meeting on-track benchmarks towards graduation with notifications to the student. (e.g., 8th grade student who successfully completes Algebra I, 9th grade student who earns at least 5 credits by the end of the SY, 10th grade student who successfully completes English 10, or a student who is working towards diploma endorsement who successfully completes an advanced math course). | | | | | | | | |
| 31. The SIS can highlight when a student's performance varies from the plan they initially set or is insufficient for graduation requirements, encouraging them to revisit their plan often to ensure their on-track for meeting graduation requirements and their intended goals (e.g., If a student fails Geometry, the course may show up red on their performance tracker, identifying a graduation requirement deficit until they successfully complete the course). | | | | | | | | |
| 32. The SIS can generate a four to six Year Plan as a Word Document, HTML, PDF, or .csv with a report option of sorting by graduation requirement or grade level. | | | | | | | | |
| 33. The SIS records who accesses the student plan document and on what date. | | | | | | | | |
| 34. The SIS provides a visually dynamic page via a parent and student view that will enable them to graphically organize the student's plan towards graduation. This page will be updated upon saving to reflect student's changes. | | | | | | | | |
| 35. The SIS can generate performance reports for administrators, teachers, and students. | | | | | | | | |
| 36. The SIS integrates with the Alabama Career Planning System (ACPS). | | | | | | | | |
| Transcript Management | | | | | | | | |
| 37. The SIS manages and maintains accurate student academic transcript records (both customer defined and transfer) for current and past schools. | | | | | | | | |
| 38. The SIS provides a history of grades, earned credits, potential credits, and grade/quality points that can follow a student from one ALSDE school to another. | | | | | | | | |

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| 39. The SIS provides a method for entering grades, earned credits, and potential credits from non-public schools. | | | | | | | | |
| 40. The SIS provides a method for entering all the grades, earned credits, and potential credits from a single non-AL public school simultaneously. This would include entering the school's name, System/School or NCES code, address and grade level. | | | | | | | | |
| 41. The SIS provides a method for matching non-ALSDE approved courses to ALSDE graduation requirements. | | | | | | | | |
| 42. The SIS provides a method for notating repeated classes and completion of coursework through Credit Recovery and is able to adhere to ALSDE policy regarding earned credits, potential credits, grade/quality points and GPA calculation. | | | | | | | | |
| 43. The SIS can include classes taken at the middle school level for high school graduation credit. | | | | | | | | |
| 44. The SIS provides a report that uses transcript records to identify the status of a student's progress towards completing ALSDE graduation requirements. | | | | | | | | |
| 45. The SIS provides a report that uses transcript records to assist in completing a student's four-year education plan of study. | | | | | | | | |
| 46. The SIS provides the appropriate access to all student transcript information to necessary staff members at customer defined organizational levels. | | | | | | | | |
| 47. The SIS allows the input of special marks from a pre-set "special mark" pull down menu. | | | | | | | | |
| 48. Sis will provide a Student transcript report containing the following information, at a minimum: | | | | | | | | |
| a. A student's complete academic record (ALSDE and non-public school records) for the current and past schools attended; | | | | | | | | |
| b. An accurate cumulative and annual GPA. | | | | | | | | |
| c. An accurate cumulative and annual earned credits, potential credits and GPA/quality points; | | | | | | | | |
| d. If a student attends more than one school in a single school year, the annual earned credits, potential credits and GPA points for each individual school; | | | | | | | | |
| e. All high school courses taken to date and grade; | | | | | | | | |
| f. All corresponding grades, earned credit and potential credit associated with each class; | | | | | | | | |
| g. All schools attended, including Virtual School, non-public schools or universities; | | | | | | | | |
| h. The school year, school name, school address and student grade level for each individual school listing; | | | | | | | | |
| i. The inclusion of student name, sponsor name, DOB, and student address on all pages of a multiple page transcript; | | | | | | | | |
| j. Course Pathway Endorsements and Certifications/Credentialing; | | | | | | | | |
| k. The student's most recent withdrawal date; | | | | | | | | |
| l. The date the student transcript was printed; | | | | | | | | |
| m. The student's graduation status, to include honors; | | | | | | | | |
| n. The current Principal's name and a signature field that affirms document as an official transcript; and | | | | | | | | |
| o. The cumulative potential credits earned, cumulative credits earned, class rank, cumulative quality points earned, cumulative weighted GPA, cumulative Un- weighted GPA, diploma type earned, and diploma endorsements earned. | | | | | | | | |
| 49. The SIS will provide for the student transcript reports to be printed or digitally saved. | | | | | | | | |
| 50. The layout of student transcript includes the following: | | | | | | | | |

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| 51. The listing of transcript records are grouped by the school that awarded the grade and credits; | | | | | | | | |
| 52. The listing of transcript records are in chronological order; | | | | | | | | |
| 53. The transcript report includes an option to have current and accurate class rank printed on a student's transcript; and | | | | | | | | |
| 54. The transcript report includes an option to have comment on a student's transcript. | | | | | | | | |
| 55. The SIS can create a class rank calculation to the decimal, as determined by customer. | | | | | | | | |
| 56. The SIS allows the class rank calculation to be calculated automatically upon entry of new grades or editing existing grades. | | | | | | | | |
| 57. The SIS allows students to be excluded from the class rank calculation. | | | | | | | | |
| 58. The SIS allows students to be flagged for exceptions to graduation requirements and types of diploma awarded. | | | | | | | | |
| 59. The SIS allows the person inputting the data to select a box marked, "Exception Provision: Interstate Compact" and the statement above will populate in the notes section of the ALSDE transcript. | | | | | | | | |
| 60. In the event that a student graduates with a non-public diploma the SIS and the ALSDE transcript will show as "graduating from (insert name, address of the sending school)." | | | | | | | | |
| 61. The SIS allows the person inputting the data to select a certified box and the statement will populate in the notes section of the ALSDE transcript. | | | | | | | | |
| 62. The SIS speaks to the necessary system to pull required identifiers for the Exit Status Report. | | | | | | | | |
| 63. The SIS can house pre-written and signed cover letters to accompany transcripts. | | | | | | | | |
| 64. The SIS allows any cover letter to print on school letterhead, include the school contact information (name, telephone number, and web address), and automatically input the principal's name above signature line. | | | | | | | | |
| 65. The SIS accommodates an e-transcript that has identifiers that verify the authenticity of the transcript. | | | | | | | | |
| 66. The SIS can implement ALSDE earned credit, potential credit, grade/quality points, and GPA calculation policies. | | | | | | | | |
| 67. The SIS will ensure the student transcript is maintained in compliance with Transcript standards with ability to electronically transfer to Colleges or other non ALSDE schools. | | | | | | | | |
| 68. The SIS accommodates a user defined watermark on all official transcripts. | | | | | | | | |
| 69. The SIS allows for community service hours to be recorded within the student profile and can be printed on transcript, if desired. | | | | | | | | |
| 70. The SIS is compatible with the state's athletic eligibility software program. | | | | | | | | |
| 71. The SIS allows for standardized assessment results to be uploaded in mass and can be printed on transcript, if desired. | | | | | | | | |
| 72. The SIS calculates Class Rank based only on currently enrolled students. | | | | | | | | |
| 73. The SIS allows for the user to choose "Official" or "Unofficial" transcript designation as a watermark. | | | | | | | | |
| 74. The SIS allows for the electronic transfer of transcript to authorized entities. | | | | | | | | |
| 75. The SIS allows for entering earned credits for homeschool students for athletic eligibility only. | | | | | | | | |
| 76. The SIS allows for notes to be entered for the Transcript Report and includes a print option for notes. | | | | | | | | |
| 77. The SIS allows for the layout of the student transcript to be displayed by course/subject area. | | | | | | | | |

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| Section N: Conduct Requirements | | OTB | CC | CV | Min | Maj | New | No | Comments |
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| 1. | The SIS creates discipline reports by date range with single or multiple criteria (individual or groups of students). | | | | | | | | |
| 2. | The SIS creates discipline reports by customer defined organizational levels, by specified discipline reason(s). | | | | | | | | |
| 3. | The SIS generates a discipline letter for parents and sponsors. | | | | | | | | |
| 4. | The SIS allows ALSDE to define multiple standard offense (incident) and sanction (action) codes. | | | | | | | | |
| 5. | The SIS allows defined offense and sanction codes have start and end date. | | | | | | | | |
| 6. | The SIS allows offense and sanction codes to have setup detail that allows the code to be used based on a calendar year, school year, or specified period of time. | | | | | | | | |
| 7. | The SIS allows for user defined specific sanctions (actions) to only be used with specific offenses. | | | | | | | | |
| 8. | The SIS allows for customer defined grouping of major and minor offenses. | | | | | | | | |
| 9. | The SIS provides the ability to view multiple behavioral issues for a single student and document behavior issues including disciplinary issues | | | | | | | | |
| 10. | The SIS provides role-appropriate access to behavior issues information. | | | | | | | | |
| 11. | The SIS allows teachers to enter and track classroom behaviors that do not require referral to the office. | | | | | | | | |
| 12. | The SIS allows customer-defined roles to manage classroom behavioral reports. | | | | | | | | |
| 13. | The SIS records anecdotal information that is for the teacher's use only. These may include both positive and negative insights. | | | | | | | | |
| 14. | The SIS provides a submission process for behavioral referrals to the principal's office. | | | | | | | | |
| 15. | The SIS can track serious student behaviors over multiple years. | | | | | | | | |
| 16. | The SIS can indicate interventions behavioral supports taken for behavior issues. | | | | | | | | |
| 17. | Teacher-specific behavioral issues include the ability to: | | | | | | | | |
| | a. Flag issues as "Private" or "Shared;" | | | | | | | | |
| | b. Private issues can be viewed only by their creator; | | | | | | | | |
| | c. Shared issues are be accessible by the teacher and office; | | | | | | | | |
| | d. Categorize issues as "Classroom" or "Referred;" | | | | | | | | |
| | e. Classroom issues do not require a referral to the office; | | | | | | | | |
| | f. Define teacher specific behaviors (e.g., chewing gum in class), interventions (e.g., detention), and outcomes (e.g., behavior improved); and | | | | | | | | |
| | g. Select one or more standard or teacher specific behaviors from a menu or enter free-form text to document a behavior. Selections can be filtered based on the Private/Public flag and the Classroom/Referred categorization. | | | | | | | | |
| Section O: Early Warning RTI Requirements | | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. | The SIS provides an Early Warning System/At-Risk system to track attendance and identify students at risk for chronic absenteeism, as defined by the customer. | | | | | | | | |
| 2. | The SIS provides an Early Warning System to track student behavior referrals, identify students who have high rates of behavior referrals, and will disaggregate the data by incident type codes (e.g., assault, not following direction) time of the incident, and location (e.g., cafeteria, classroom). | | | | | | | | |
| 3. | The SIS creates an RTI/MTSS Education Plan, including but not limited to: | | | | | | | | |
| | a. Behavior Intervention Plan | | | | | | | | |
| | b. Student Support Team Referral | | | | | | | | |

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| c. Special Education Referral | | | | | | | | |
| d. Counseling Referral | | | | | | | | |
| e. 504 Referral | | | | | | | | |
| f. EL Referral | | | | | | | | |
| g. Health Referral | | | | | | | | |
| h. Academic Referral | | | | | | | | |
| 4. The SIS provides an Early Warning System to track student performance (grades) and identify students who are at risk for retention and/or class failure. | | | | | | | | |
| 5. The SIS provides a report that identifies students who are at risk for chronic absenteeism, behavior referrals, and academic performance on individual reports, as needed. | | | | | | | | |
| 6. The SIS provides an Early Warning System that will provide a report that is color coded to indicate risk level (e.g., green, yellow, red). | | | | | | | | |
| 7. The SIS provides an Early Warning System that generates an automatic message to parents (e.g., texts, voice, or email). | | | | | | | | |
| Section P: Health Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS allows customer-defined student demographics from the core system to auto populate into the health module. | | | | | | | | |
| 2. The SIS provides a customer-defined icon, which indicates student's current location/scheduled class. | | | | | | | | |
| 3. The SIS provides an immunization information system / immunization record, which allows for easy identification of immunization gaps and help ensure correct and timely immunizations. | | | | | | | | |
| 4. The SIS follows childhood and adolescent immunization schedule and catch-up schedule, as published by Centers for Disease Control (CDC). | | | | | | | | |
| 5. The SIS lists ALSDE immunization requirements, and allows data entry for all immunizations on one page. If no date is entered for an immunization, a "non-compliant" flag automatically appears. The same for age specific immunization, if no date is documented. | | | | | | | | |
| 6. The SIS allows immunization data entered on the "Immunization" page to have a "mass edit" function where all immunizations dates can be entered. This function consolidates records from multiple providers, monitors the immunization status of individual students, and groups of populations. | | | | | | | | |
| 7. The SIS allow immunizations to be updated, as needed, for mass vaccine updates and individual vaccine updates. | | | | | | | | |
| 8. The SIS ensures the dates for next dose are in compliance and aligned with CDC guidelines for immunization schedule. | | | | | | | | |
| 9. The SIS maintains individual vaccine documentation for date and compliance. | | | | | | | | |
| 10. The SIS allows compliance override for specific vaccines. | | | | | | | | |
| 11. The SIS provides a flag when follow up is needed. | | | | | | | | |
| 12. The SIS documents "History of Disease=Immune." | | | | | | | | |
| 13. The SIS generates a printable and electronic form of the immunization record for each individual student. | | | | | | | | |
| 14. The SIS generates a printable and electronic form of missing and next due immunization for individual students. | | | | | | | | |
| 15. The SIS generates a non-compliance list for all students enrolled in the school and listing missing immunizations. | | | | | | | | |
| 16. The SIS maintains school health office visit information and documentation of nursing care (consists of individualized ongoing records of nursing care for each student). | | | | | | | | |
| 17. The SIS allows the nurse to enter a new office visit for an individual student. | | | | | | | | |

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| 18. The SIS allows the nurse to use a user-defined drop-down menu for different medical needs and conditions. | | | | | | | | |
| 19. The SIS allows the nurse to add a "Follow Up Required" with the date and a reminder flag. | | | | | | | | |
| 20. The SIS keeps historical records of office visits. | | | | | | | | |
| 21. The SIS allows the nurse to record visit history for individual students that shows the date, time, reason, and outcome. | | | | | | | | |
| 22. The SIS allows the nurse to keep a daily visit log. | | | | | | | | |
| 23. The SIS generates an electronic notification to the classroom teacher when the student is in the nurses' office. | | | | | | | | |
| 24. The SIS allows the nurse to view the list of current medication, name of medication, medication type, and dosage unit for a student. | | | | | | | | |
| 25. The SIS allows the nurse to add new medication with an unlimited number of customer defined parameters/fields. | | | | | | | | |
| 26. The SIS allows the nurse to cancel/stop medication, enter date, reason, and who requested the discontinuation or use of the medication for a student. | | | | | | | | |
| 27. The SIS allows the nurse to record when administering medication for a student. | | | | | | | | |
| 28. The SIS allows the nurse to set an administration schedule for medication for a student including multiple times a day. | | | | | | | | |
| 29. The SIS creates a medication report that includes a list of students who have medications at school, carry their own medication, has scheduled medication, and/or has PRN medication, and includes the name and dosage of the medication. | | | | | | | | |
| 30. The SIS allows the nurse to generate a "medication administered report" that lists of students who received medication during school hours and includes: the student name, DOB, name of medication, dose given, date, and time given. Report can be listed per week, per month, per school year, per scheduled meds, and per PRN meds. | | | | | | | | |
| 31. The SIS allows the nurse to develop a "Medication group list" that lists all medications entered in the SIS (grouped by medication type); lists all medications entered in the SIS (grouped by differentiating scheduled and PRN meds). | | | | | | | | |
| 32. The SIS allows all health screenings to be documented on one page by individual student. | | | | | | | | |
| 33. The SIS allows mass screening documentation to be generated by list of students for each different screening category, as well as screenings that may require follow-ups and/or referrals. This should allow for saving of mass entered data on all students at once. | | | | | | | | |
| 34. The SIS allows the nurse to log the following health screening types (Each screening type allows for the initial screening to be logged, as well as any referral and a "follow-up on" referrals): | | | | | | | | |
| a. VISION | | | | | | | | |
| b. HEARING | | | | | | | | |
| c. HEIGHT-WEIGHT-BMI | | | | | | | | |
| d. DENTAL | | | | | | | | |
| e. HYPERTENSION/BLOOD PRESSURE | | | | | | | | |
| f. PEDICULOSIS | | | | | | | | |
| g. POSTURAL | | | | | | | | |
| f. TB-IPPD | | | | | | | | |
| g. SPORT PHYSICAL | | | | | | | | |
| h. MENTAL HEALTH | | | | | | | | |
| i. DEVELOPMENTAL | | | | | | | | |
| j. LICE | | | | | | | | |
| 35. The SIS allows the nurse to log the health screening results/reports and provides individual student's screening results, to include: student name, DOB, grade, date of screening, pass/fail, and actual results. | | | | | | | | |

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| 36. The SIS allows the nurse to log information from the health history provided by a parent/sponsor/guardian. | | | | | | | | |
| 37. The SIS allows the nurse to log a medical alert, which then generates an icon that alerts all school personnel who can view student records in the staff view. | | | | | | | | |
| 38. The SIS allows the nurse to log a commonly used medical symbol (e.g., Caduceus or red cross) to identify students when medical information is entered. | | | | | | | | |
| 39. The SIS ensures the student's medical alert information auto-populates on top portion of every health page. | | | | | | | | |
| 40. The SIS allows the nurse to log the "health history/ medical conditions" pages and list all medical information reported on health history form. This section is only viewed by the nurse. | | | | | | | | |
| 41. The SIS allows the nurse to log assistive devices, using a drop down window to complete. | | | | | | | | |
| 42. The SIS allows the information to auto populate on "Student Page." | | | | | | | | |
| 43. The SIS allows the nurse to run customer-defined reports for any data that is recorded in the system. | | | | | | | | |
| 44. The SIS allows the nurse to generate aggregate data and case-based data at all organizational levels. | | | | | | | | |
| 45. The SIS prints an immunization compliance report for total % compliance by various organizational levels using customer defined parameters. | | | | | | | | |
| 46. The SIS generates a "study trip report" and saves it by a named group or based on activity, which displays, the student name, parent or sponsor name, phone(s) numbers, and any medical conditions or allergies noted in the student record. | | | | | | | | |
| 47. The SIS allows for health plans to be standardized by the state and pushed to all district for use. | | | | | | | | |
| Section Q: Special Programs Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS can create and print a 504 Accommodation Plan, by providing the below: | | | | | | | | |
| a. Document and generate meeting minutes; | | | | | | | | |
| b. Document meeting participants and provide signature lines on printed document; | | | | | | | | |
| c. Pre-Selected pull Down Menu List of accommodations; | | | | | | | | |
| d. Generate form letters for a variety of reasons (e.g., meeting invite, notice to parents); | | | | | | | | |
| e. Status updates of the plan (e.g., draft, active, previous); | | | | | | | | |
| f. Allow changes, updates, additions, and deletions to draft document; | | | | | | | | |
| g. Flag when date is one year out from creation of plan; | | | | | | | | |
| h. Alert icon on the student record when an active 504 plan is created; | | | | | | | | |
| i. Alert will display information from plan (e.g., accommodations, student demographics); | | | | | | | | |
| j. Generate end-of-year report to include: Summary Analysis, number of 504 Plans in the school, grade, gender, age distribution, category by types of impairment distribution, list accommodations from most frequent to least frequent utilized in plans; and | | | | | | | | |
| k. Ability to print meeting minutes. | | | | | | | | |
| 3. The SIS can create an EL Education Plan, via an automated process, which documents the following: | | | | | | | | |
| a. Student's full name; | | | | | | | | |
| b. School name; | | | | | | | | |
| c. Home language; | | | | | | | | |
| d. Student Number; | | | | | | | | |
| e. School District; | | | | | | | | |
| f. Date of Birth; | | | | | | | | |
| g. Gender; | | | | | | | | |
| h. ESL proficiency level - | | | | | | | | |

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| 1) Level 1 – Starting | | | | | | | | |
| 2) Level 2 – Emerging | | | | | | | | |
| 3) Level 3 – Developing | | | | | | | | |
| 4) Level 4 – Expanding | | | | | | | | |
| 5) Level 5 – Bridging | | | | | | | | |
| 6) Level 6 – Exited the ESL Program | | | | | | | | |
| 7) Level 7 – Parent Declined ESL Services; or | | | | | | | | |
| 8) Level 8 – No ESL Services Required | | | | | | | | |
| i. Students’ strengths and areas of growth; | | | | | | | | |
| j. Assessment results of the latest standardized language proficiency test (e.g. LAS Links) in identified domains; | | | | | | | | |
| k. Assessment results of the systemic standardized assessments | | | | | | | | |
| l. Indication of whether the student is recommended to take the systemic standardized or alternate assessment; | | | | | | | | |
| m. EL student accommodations for classroom and Assessment use; | | | | | | | | |
| n. A section for goals for each domain area; | | | | | | | | |
| o. Each goal shall include the following sections as appropriate: goal, activities, staff responsible, resources needed, and quarterly progress checks; | | | | | | | | |
| p. A signature page for all EL Student team members to sign in review/approval to implement plan for a school year; | | | | | | | | |
| 4. The SIS generates a program alert with the creation of an EL workflow/process/plan for every student associated with the EL program within the student record. | | | | | | | | |
| 5. The SIS allows the EL program participation code to be displayed, as well as other EL plan information, when a user clicks on the alert. | | | | | | | | |
| 6. The SIS contains a distinctive symbol used for student English Language Learners only and can be associated with a student record. | | | | | | | | |
| 7. The SIS can develop a range of EL ad hoc and customized reports, including the following: | | | | | | | | |
| a. Students in need of Code | | | | | | | | |
| b. EL school level enrollment report | | | | | | | | |
| c. EL students with Ds/Fs | | | | | | | | |
| d. Dual enrollment report | | | | | | | | |
| e. EL organizational roll up report | | | | | | | | |
| f. EL Student Schedules | | | | | | | | |
| g. EL eligibility report | | | | | | | | |
| h. EL organizational roll up report | | | | | | | | |
| i. EL Student Schedules | | | | | | | | |
| j. EL eligibility report | | | | | | | | |
| 8. The SIS can create a Gifted Education Plan, which contains customizable data fields that include: | | | | | | | | |
| a. Results of the required assessments; | | | | | | | | |
| b. Assessment results of other systemic standardized assessments (e.g. SRI, BAS, etc); | | | | | | | | |
| c. A minutes and signature page for all GE Student team members to sign for review/approval to implement plan for a school year. | | | | | | | | |
| 9. The SIS generates a program alert with the creation of a GE workflow/process/plan for every student associated with the GE program within the student record. | | | | | | | | |
| 10. The SIS allows the gifted services to be displayed when a user clicks on the alert. | | | | | | | | |
| 11. The SIS contains a distinctive symbol used for GE students only and can associated with a student's record. | | | | | | | | |
| 1. The SIS provides a special education module. | | | | | | | | |
| 2. The SIS allows the user to create and develop an IEP through an Initial or Transfer IEP process with an IEP builder that provides a comprehensive standards-based compliant writer that includes all required sections of writing measurable goals and objectives. | | | | | | | | |

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| 3. The SIS allows input of customer defined terminology/vocabulary. | | | | | | | | |
| 4. The SIS SPED module provides a searchable and customizable goal library to auto-populate standards-based IEP goal, or, if preferred, allow for custom written goals. | | | | | | | | |
| 5. The SIS allows user to auto select/deselect various forms based on student's current age while providing a N/A check off box for form print out. | | | | | | | | |
| 6. The SIS provides the ability to word process, including spell-check, cut, copy, and paste functions for free-form text fields (e.g., minutes, synthesis). | | | | | | | | |
| 7. The SIS allows all text fields within a given form to expand for unlimited data entry which transfers to the printed document. | | | | | | | | |
| 8. The SIS allows users to "lock" an IEP via a verification process, after which only designated users with rights can unlock the IEP for editing. | | | | | | | | |
| 9. The SIS provides a status notification when an IEP is still draft/unfinished. | | | | | | | | |
| 10. The SIS allows the user to conduct an annual review of the IEP through a customer determined process. | | | | | | | | |
| 11. The SIS allows the user to re-evaluate an IEP through a customer determined process. | | | | | | | | |
| 12. The SIS allows the user to modify an IEP via a customer determined process. | | | | | | | | |
| 13. The SIS allows the user to create a progress report that is linked to each goal and/or objective within the active IEP. | | | | | | | | |
| 14. The SIS allows the progress report to be a continuous report pulling over information from previous reporting periods (e.g., P3 progress report will also include P1 and P2 information previously submitted with read only access to prior reporting period). | | | | | | | | |
| 15. The SIS allows for the generation of a draft IEP based on the active IEP while maintaining the active record. | | | | | | | | |
| 16. The SIS provides a function to generate customized forms/reports using various data fields from existing IEP/SPED and student data tables. | | | | | | | | |
| 17. The SIS provides customer defined reports with effective begin and end dates. | | | | | | | | |
| 18. The SIS provides student name in the header or footer similar to the page # when each form is printed. | | | | | | | | |
| 19. The SIS allows uploading of individual student files as pdfs. | | | | | | | | |
| 20. The SIS has a process for uploading PDFs. | | | | | | | | |
| 21. The SIS provides the ability to rename uploaded pdfs with date/time stamp. | | | | | | | | |
| 22. The SIS provides the ability to query against various data sets for reporting purposes. | | | | | | | | |
| 23. The SIS contains a reporting tool with the ability to display summary information and statistical special education data to be used for analysis. | | | | | | | | |
| 24. The SIS contains a reporting tool that includes the ability to use calculations, metrics, charts, graphs, etc. | | | | | | | | |
| 25. The SIS provides the ability to save queries and data reports. | | | | | | | | |
| 26. The SIS allows the user to enroll a student into the SPED eligibility process using a customer determined procedure. | | | | | | | | |
| 27. The SIS allows for multiple customer determined types of SPED enrollment (e.g., initial referral, transfer IEP). | | | | | | | | |
| 28. The SIS stores and tracks unlimited IEPs for each student while simultaneously allowing only one IEP to be active. Historical documents remain viewable and printable as archived without information changes. | | | | | | | | |
| 29. The SIS provides a data collection component to each area of need that includes goals and objectives. | | | | | | | | |

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| 30. The SIS allows data collection to be accessed at any time after the IEP is finalized and locked. | | | | | | | | |
| 31. The SIS allows access to data collection component on mobile and hand-held devices. | | | | | | | | |
| 32. The SIS can export data collection information into other formats (e.g., Word Doc and Excel spreadsheets). | | | | | | | | |
| 33. The SIS validates all processes/workflows/dashboards for completion and require errors to be corrected before a document can be finalized and locked. | | | | | | | | |
| 34. The SIS auto-populate due by and other dates based on the procedure established by customer. | | | | | | | | |
| 35. The SIS provides the ability to change service provider names independently of the locked IEP. | | | | | | | | |
| 36. The SIS records user login with date, time stamp, username, and activity. | | | | | | | | |
| 37. The SIS provide a pop-up error box—tip and how to resolve/solve - provided along with error message. | | | | | | | | |
| 38. The SIS provides definition/rationale for flags via above mentioned pop up (e.g., X on assessment meeting date). | | | | | | | | |
| 39. The SIS accommodates multiple independent users to access the same page of a student draft record; however, the first time stamped person will have rights to edit while the others will see a pop-up that reads, "This student profile is currently being edited by user XXXX at this time. Read only access is available to you." | | | | | | | | |
| 40. The SIS allows multiple users access to different sections of the same record at the same time while protecting data integrity. | | | | | | | | |
| 41. The SIS provides visual timeline compliance indicators to meet critical due dates. | | | | | | | | |
| 42. The SIS provides notification (message/reminder) of due dates for meetings, assessment, annual review, triennial review, students turning 18 and 21, etc... | | | | | | | | |
| 43. The SIS calculates the annual review date when a user enters an IEP service start date, but allows the user to override the calculated annual review date. | | | | | | | | |
| 44. The SIS allows the user to query on multiple fields using various values, date range, combinations, etc... from all SIS modules. | | | | | | | | |
| 45. The SIS provides an IEP icon in the CORE SIS that will populate special education and general education accommodations, as well as standardized assessment accommodations listed for eligible students. | | | | | | | | |
| 46. The SIS provides a pop-up flag for the acknowledgment of IEP and accommodations received and reviewed. | | | | | | | | |
| 47. The SIS provides the user with the ability to view student specific information (e.g., grades, attendance) without leaving/logging out of the SPED module. | | | | | | | | |
| 48. The SIS provides autofill with data from the CORE SIS and SPED module forms with same field information (e.g., name, birth date, eligibility). | | | | | | | | |
| 49. The SIS allows all student SPED information to transfer with the student record when withdrawing and re-enrolling into another ALSDE school. | | | | | | | | |
| 50. The SIS can generate official customer defined forms. | | | | | | | | |
| Section 5: CCR Standards Requirement | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS allows the import of current customer defined instructional standards for all content areas pre-k – grade 12 which are included in a drop down menu for click-n-use access for program and instructional planning. | | | | | | | | |
| 2. The SIS provides a process to link standards to ALSDE scope and sequence, pacing guides, units and lessons for cohesive instructional planning and evaluation. | | | | | | | | |

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| 3. The SIS allows the standards to link to the multiple accountability systems for efficient monitoring of instruction (Grading, transcripts, course offerings, assessment, attendance, scope/sequence, unit planning). | | | | | | | | |
| 4. The SIS allows the standards to link to assessment by student to indicate individual student learning. | | | | | | | | |
| 5. The SIS allows the standards to link to assessments to correlate test bank item selection to measure student learning. | | | | | | | | |
| 6. The SIS can indicate by flag or warning system to building level personnel when instructional pacing is slow or rushed based on student performance in the grading system. | | | | | | | | |
| 7. The SIS will generate school, District, Area and ALSDE level reporting on standards taught and mastered by student, grade level, buildings, and system-wide, respectively. | | | | | | | | |
| 8. The SIS will identify to parents through the parent portal, the current standards being taught in their child's classroom. | | | | | | | | |
| 9. The SIS can make standards available in multiple languages in the parent portal. | | | | | | | | |
| 10. The SIS can interface with our distance learning program to access ALSDE standards for alignment. | | | | | | | | |
| 11. The SIS can link grade level/content curriculum with the standards. | | | | | | | | |
| 12. The SIS will interface with CASE standards management to allows for easily updating standards for districts. | | | | | | | | |
| Section T: Virtual School Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. Virtual School Registration | | | | | | | | |
| a. The SIS enables end users to initiate and submit a course request electronically | | | | | | | | |
| b. The SIS allows end users to select School Year; Content Term; Course Name; Course Period; Transfer Grade; Purpose of Request; and a Fillable box for other information with the course request | | | | | | | | |
| c. The SIS enable users to identify students on IEP and/or 504 Plans in the course request. | | | | | | | | |
| d. The SIS enables student information (Name, School, Grade, Enrollment Code, Gender, Ethnicity, Race, DOB, Counselor) to be transferred with the student's course request. | | | | | | | | |
| e. The SIS allows a reviewer to accept, decline, or waitlist course requests. | | | | | | | | |
| f. If Accepted, the SIS enables a secondary association/membership/dual enrollment with the ALSDE or Local System Virtual courses / programs (ACCESS) to be established and the requested course to be entered in the student's course request list for processing. | | | | | | | | |
| g. The SIS allows an end user to receive a confirmation page upon any change in status of their request (e.g., submitted, accepted, declined, waitlisted). | | | | | | | | |
| 2. ALSDE or Local System Virtual School/Courses Enrollment Waitlist | | | | | | | | |
| a. The SIS allows users to create waitlists for requests that are not accepted or declined. | | | | | | | | |
| b. The SIS allows schools to have the ability to accept or decline the waitlist. | | | | | | | | |
| c. If user accepts status, the SIS allows the request remains in the waitlist workflow. | | | | | | | | |

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| d. The SIS can generate an ad hoc report of waitlisted students. | | | | | | | | |
| 3. ALSDE or Local System Virtual courses grades are viewable in the SIS and the electronic grade book by the ALSDE local school. | | | | | | | | |
| 4. The SIS allows users to create ad hoc reports on the primary fields of the registration and withdrawal workflow. | | | | | | | | |
| 5. ALSDE and Local System Virtual School Queries | | | | | | | | |
| a. The SIS allows ALSDE or Local System Virtual School/program to query the SIS database to identify essential student and course information. | | | | | | | | |
| b. The SIS allows users requiring collective ALSDE or Local System Virtual School/program enrollment data can initiate a Query through the SIS Generator or Snapshot tool. | | | | | | | | |
| 6. The SIS Virtual School tools provide total enrollment statistics along with the ability to filter results by: Area, School Name, Student Name, Course name, Course Number; Student ID; Section Number. Example: How many HS students are enrolled in the ALSDE or Local System Virtual School/programs/courses or how many Freshmen etc. What is the ALSDE or Local System/program enrollment in Gaming Design? | | | | | | | | |
| Section U: Student/Parent Portals Requirement | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The SIS allows password protected access for parents/guardians/students to a portal for student and school information. | | | | | | | | |
| 2. The SIS allows parent and student portal users ability to change their password without school intervention. | | | | | | | | |
| 3. The SIS allows users to be automatically reminded of their password without school intervention. | | | | | | | | |
| 4. The SIS provides display of real-time student data to include progress reports, IEPs, registration, etc... | | | | | | | | |
| 5. The SIS allows parents/sponsors ability to view/update their child's registration and school information within customer defined rules. | | | | | | | | |
| 6. The SIS provides a single login, regardless of the number of children in family. | | | | | | | | |
| 7. The SIS maintains a log of login history and access by all users and separated by individual school. | | | | | | | | |
| 8. The SIS supports multiple languages, | | | | | | | | |
| 9. The SIS allows parents/students ability to set personal preferences (i.e., notifications, alerts, methods of communication, etc.) | | | | | | | | |
| 10. Upon login, the SIS allows users to update customer-defined student demographic information. | | | | | | | | |
| 11. The SIS allows schools to differentiate between custodial/non-custodial parents and their appropriate access to student data (e.g., restricting the display of address or health information). | | | | | | | | |
| 12. The SIS supports contemporary family structures (e.g., multiple parent/guardians, multiple contacts, and multiple emergency contacts in order of contact). | | | | | | | | |
| 13. Once a student reaches age of majority, the information accessible to parents is restricted subject to HIPAA, CIPA, FERPA, COPPA regulations. | | | | | | | | |
| 14. The SIS enables all updates allowed on the parent and student portals to be controlled by security/user roles (e.g., custodial parents can be given update access and non-custodial parents can be given "view only" access, parents can update emergency contact information but students can only view this information). | | | | | | | | |
| 16. The SIS allows school staff access to the portal. | | | | | | | | |
| 17. The SIS allows parents/students access to a school directory that allows for email communication. | | | | | | | | |
| 18. The SIS provides online help/documentation for the student/parent portal. | | | | | | | | |

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| 19. The SIS allows users to see when they last logged in and their login history. | | | | | | | | |
| 20. The SIS allows student fees, fines, meal balances, and payments can be viewed and paid. | | | | | | | | |
| 21. The SIS allows individual schools to locally add link to websites (e.g., school website, district website, school's curriculum guide). | | | | | | | | |
| 22. The SIS allows parents to access and complete school designed permission forms online and provide an electronic signature (e.g., photo, internet, email, directory listing, recruiting, study trips, etc.). | | | | | | | | |
| 23. The SIS allows identified school staff to send email to all or select group of parents, in specific classes or specific extra-curricular activity. | | | | | | | | |
| 24. The SIS allows parents to send the school a medical/health alert. The system allows for school level approval to the alert prior to making it a part of the child's record. | | | | | | | | |
| Section V: ERP Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. Provides a Professional Development Module allowing employees to register for classes and workshops online and for instructors to manage classes online. Not a 3rd party product. | | | | | | | | |
| 2. The Professional development module must include capabilities to record coaching and mentoring logs for staff. | | | | | | | | |
| 3. Provides for subscription notifications for software to provide automated alerts to users. | | | | | | | | |
| Section W: Athletic Eligibility | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. SIS provides Athletic eligibility module | | | | | | | | |
| 2. SIS provides standard data export with an API to athletic eligibility systems | | | | | | | | |
| 3. SIS provides standard data import API from athletic eligibility systems | | | | | | | | |
| Section X: Child Nutrition | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. SIS utilize an API for exporting enrollment data to Child Nutrition Point of Sale systems | | | | | | | | |
| 2. SIS utilize an API for importing Child Nutrition Point of Sale systems data | | | | | | | | |
| 3. SIS has experience with API with the Coylar Child Nutrition System | | | | | | | | |
| 4. SIS calculates poverty based on USDA standards | | | | | | | | |
| 5. SIS contains a Direct Certification matching process | | | | | | | | |
| 6. SIS allows for DHR, Medicaid, Foster agency files to be uploaded at the State level | | | | | | | | |
| Section Y: Talent Management System (TMS) Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| Vendor Hosted | | | | | | | | |
| 1. Offeror shall describe all proposed Commercial-Off-the-Shelf (COTS) solutions and hosting services | | | | | | | | |
| 2. Offeror shall provide detailed security specifications, including but not limited to, technical, facility, and privacy. | | | | | | | | |
| 3. Offeror shall provide detailed disaster-recovery plans. | | | | | | | | |
| 4. All modules of the Offeror's solution must be in current mainstream production and immediately available. | | | | | | | | |
| 5. While the COTS software may require some minor customization to meet all mandatory requirements, the core product functionality must be currently available and already exist in the proposed software. | | | | | | | | |
| 6. Is a web-based system that is compatible with Microsoft Internet Explorer, Mozilla Firefox, Apple Safari, and Google Chrome browsers. | | | | | | | | |
| TMS features shall be available and accessible to users: | | | | | | | | |
| 7. On any computer or device with Internet access. | | | | | | | | |
| 8. Without installing any software on their computer. | | | | | | | | |
| Account Information Import and Management shall include: | | | | | | | | |

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| 9. Imports of employee information will occur daily to weekly depending on the frequency necessary for account availability. | | | | | | | | |
| 10. Rights for creating and updating accounts shall be assigned to any desired user or administrative level. | | | | | | | | |
| 11. Individual user and guest accounts shall be created, edited, merged, and deleted. | | | | | | | | |
| 12. Each user account shall include the following fields as a minimum: | | | | | | | | |
| · First name, | | | | | | | | |
| · Last name, | | | | | | | | |
| · Employee ID, | | | | | | | | |
| · Primary email address, | | | | | | | | |
| · Secondary email address, | | | | | | | | |
| · Phone number, | | | | | | | | |
| · Account status (Active/Inactive), and | | | | | | | | |
| · Location | | | | | | | | |
| 13. Entity Management | | | | | | | | |
| Location Import and Management shall include: | | | | | | | | |
| · Automating the import of site locations to reflect DOE location rollup structure. | | | | | | | | |
| · Locations include: Schools, Complexes, Complex Areas, Districts, and State Offices. | | | | | | | | |
| 14. Access Control Management | | | | | | | | |
| · Administrators can set access to different parts of the portal according to the assigned role of the user and/or according to defined levels of rights. | | | | | | | | |
| · User account login using existing DOE Internet Password credentials with LDAP authentication against SAML2. | | | | | | | | |
| · Authorized DOE system administrators to restrict user access to specific modules, groups, locations, and documents. | | | | | | | | |
| · Ability for configurable role management, custom roles, and permissions. System shall have different levels of access for different users including, but not limited to: teachers, school administrators, district staff, vendor, non-employee. | | | | | | | | |
| · Authorized DOE system administrators have the ability to assume end user identity for technical support purposes. | | | | | | | | |
| · TMS must allow for non-DOE users account logins as well. | | | | | | | | |
| 15. Layout Management | | | | | | | | |
| · The layout of the portal, including custom content, shall be set to display according to a user's role and/or level of rights. | | | | | | | | |
| · The layout of the portal shall be modified by DOE system administrators, including but not limited to, the placement of content channels, colors, graphics, and announcements. | | | | | | | | |
| 16. Targeted Announcements shall include communication system for sending messages to users based on their demographic criteria defined in their user account. Examples include, but are not limited to, their assigned location, current position, and subjects they teach. | | | | | | | | |
| 17. Event Calendar | | | | | | | | |
| Calendar system for posting events, managing training and evaluation dates, and personal calendaring. | | | | | | | | |
| 18. Notification Management | | | | | | | | |
| Email notifications automatically sent to participants enrolled in courses to remind them of the course or to inform them of changes made to the course. | | | | | | | | |

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| Notifications can be sent based on a variety of triggers, such as, but not limited to, when a user from the waitlist gets registered for a section, or reminding an instructor to take attendance and give grades after the last day of an offering. | | | | | | | | | |
| 19. Portal Usage Reporting | | | | | | | | | |
| 19.1 Portal administrators have the ability to run reports that measure portal usage. Reports shall be generated from a variety of portal data, including assessment and survey data, user demographics, and portal usage. | | | | | | | | | |
| 19.2 Reports shall be aggregated at multiple levels and shall be compared to previous reports. | | | | | | | | | |
| 19.3 Administrators have the ability to create custom reports and save report formats for later use and reuse. | | | | | | | | | |
| 20. Portal Branding | | | | | | | | | |
| Branding the PD portal to be a design to represent the DOE, including the use of logos and graphics. | | | | | | | | | |
| PD Management | OTB | CC | CV | Min | Maj | New | No | Comments | |
| <i>PD includes course approval workflow process, course creation, cataloging, course tagging or classifying, course registration, course survey, course waitlisting, instructor functionality, compliance tracking, prescribing courses based off of performance evaluations and/or observation findings, and DOE reclassification hooks for both instructor-led and self-paced learning opportunities.</i> | | | | | | | | | |
| 21. Design and Deliver Professional Learning | | | | | | | | | |
| 21.1 The TMS shall enable administrators to define, implement and track/monitor the following operating processes: | | | | | | | | | |
| 21.2 Conduct needs assessments of DOE employees | | | | | | | | | |
| 21.3 Use performance evaluation or achievement test data to identify professional learning needs of employees | | | | | | | | | |
| 21.4 Develop professional growth, development and learning plans | | | | | | | | | |
| 21.5 Align training to curriculum development, state initiatives, or DOE Strategic Plan | | | | | | | | | |
| · Deliver professional learning to all employees | | | | | | | | | |
| · Provide direct learning content to all employees | | | | | | | | | |
| · Prioritize development based on resources | | | | | | | | | |
| 21.6 Course Management System Functionality | | | | | | | | | |
| 21.7 The TMS shall include the following system functionality: | | | | | | | | | |
| 21.8 Course/Section creation interfaces – Access controlled capabilities for creating courses and sections, including the ability to align courses with rubrics or curriculum standards. | | | | | | | | | |
| 21.9 Ability to create courses with different credit types: | | | | | | | | | |
| Course number (auto-generated by system), | | | | | | | | | |
| Course Title, | | | | | | | | | |
| Course description, | | | | | | | | | |
| Sponsoring office/group, | | | | | | | | | |
| Course fee, | | | | | | | | | |
| Number of credits/hours, | | | | | | | | | |
| Course type (Live/in-person or online), | | | | | | | | | |
| Course category, | | | | | | | | | |
| End of Registration date, | | | | | | | | | |
| Start/End date, | | | | | | | | | |
| Start/End time, | | | | | | | | | |

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| Location, | | | | | | | | |
| Ability to audit the course, | | | | | | | | |
| Maintain minimum/maximum class sizes, | | | | | | | | |
| Ability to upload or link to attachments (including but not limited to, agenda, additional materials, brochures), | | | | | | | | |
| Ability to restrict course availability and/or enrollment based on, including but not limited to, State/District/Complex Area/Complex/School/position/grade level, | | | | | | | | |
| Allow authorized users to create events and submit/approve requests for events that occurred in the past. | | | | | | | | |
| 21.10 Online course cataloging and searching – Online catalog of learning opportunities for user registration with self-service enrollment. Extended searching capabilities by cataloging according to, including but limited to, curriculum areas, demographic data (based on position, school etc.), and required/recommended alignment. | | | | | | | | |
| 21.11 Support for tagging or classifying PD to improve PD catalog search results, and prescribe or target PD to users based upon observation findings, user interests and/or needs, subject/content area, grade level, fee, and/or competencies | | | | | | | | |
| 21.12 Online registration – Includes automated email communication and waitlisting. | | | | | | | | |
| 21.13 Must have the ability to tie high quality professional development directly tied to the Alabama Framework within the evaluation system. | | | | | | | | |
| 21.14 Future iterations of the dashboard would also consider financial implications for the cost effectiveness of professional learning in relation to effectiveness in the classroom. | | | | | | | | |
| 21.15 Must provide user defined badging and micro-credentialing. | | | | | | | | |
| 21.16 Must have the capacity to manage state, regional service center, and local content which must reflect the Alabama Framework. | | | | | | | | |
| 21.17 Teaching Channel content aligned to curriculum development, state initiatives, ESSA, or ALSDE strategic planning (i.e. AQTs and ACCR). | | | | | | | | |
| 21.18 Must support collaborative Individual Learning Plans consisting of, but not limited to, setting goals, trackable milestones, and creating activities around accomplishing those goals. | | | | | | | | |
| · Goal setting shall be based on target dates and aligned to resources and/or courses. | | | | | | | | |
| · Learning plans shall also be shared with other users (e.g. peers, mentors, administrators, supervisors, principals, etc.). | | | | | | | | |
| Roster Management | OTB | CC | CV | Min | Maj | New | No | Comments |
| 22. Ability for instructors or PD administrators to manage course/section waitlists, monitor attendance, award credit, and assign individual grades and hours. | | | | | | | | |
| 23. Ability to pre- and post-populate rosters. | | | | | | | | |
| 24. Manually add individual participants or import a list of participants via a comma-separated values (CSV) file. | | | | | | | | |
| 25. Maintain rosters (electronic and printable), including but not limited to, electronic sign-in/attendance, labels, and name tags. | | | | | | | | |
| 26. Transcript – Ability to award certificates of completion and calculate training hours. | | | | | | | | |
| 27. Integrated reporting disaggregated to the administrator/supervisor level: | | | | | | | | |
| · Roster/Registration Reporting, such as, which users are taking what courses. | | | | | | | | |
| · Waitlist Report | | | | | | | | |
| · Completion Status/Hours Report | | | | | | | | |
| · Attendance Tracking Report such as, who is attending courses. | | | | | | | | |

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| · Transcript Reports | | | | | | | | |
| · Custom reporting capabilities – ability to choose any field from any course and/or section and create a custom report template. | | | | | | | | |
| 28. Individual Learning Plan – Allow users to set goals and create activities around accomplishing those goals. Goal setting shall be based on target dates and aligned to resources and/or courses. Learning plans shall also be shared with other users (e.g. mentors, administrators, supervisors, principals, etc.). | | | | | | | | |
| 29. Course Satisfaction Survey – Surveys shall be designed, developed, and published targeting individual course completers or groups of users. | | | | | | | | |
| 30. PD-Credit Course Approval Process | | | | | | | | |
| 31. Upgrades and enhancements of the PD-Credit Course Approval workflow (see Exhibit 1) by adding more flexibility and access control. | | | | | | | | |
| 32. PD Rating System | | | | | | | | |
| 33. Feedback and rating mechanism which allows users to submit a rating (based on a 5-star Likert scale) pertaining to the PD. Ratings should be visible alongside the course listing. | | | | | | | | |
| 34. External Credit Options | | | | | | | | |
| 35. Comprehensive credit typing to allow the inputting, monitoring, and tracking of various PD credit types, which includes Highly Objective Uniform State Standard of Evaluation (HOUSSE), ESSA, English Language Learner (ELL), and Reclassification. | | | | | | | | |
| 36. Approval workflow process for tracking completion or awarding credit for courses that are taken outside of the PD system. This credit shall be added to transcripts. | | | | | | | | |
| Performance Evaluation and Observation Management | OTB | CC | CV | Min | Maj | New | No | Comments |
| 37. Configure and execute the evaluations and observations workflow | | | | | | | | |
| 38. Functionality to collect, process, and display DOE employee performance evaluations. | | | | | | | | |
| 39. Evaluations and observations using the Alabama model for teacher evaluation and custom rubrics. | | | | | | | | |
| 40. Development of functionality to support both online and off-line observation entries, and data collection for evaluations. | | | | | | | | |
| 41. Importation and display of Tripod student survey data and associated reporting, which includes the ability to display and compare longitudinal data within this data set and other evaluation data. | | | | | | | | |
| 43. Importation and display of student growth percentile (SGP) data and associated reporting, which includes the ability to display and compare longitudinal data within this data set and other evaluation data; | | | | | | | | |
| 44. Importation and display of additional data as necessary for calculating employee evaluation rating, and informing evaluation or PD decision making. This includes, but is not limited to, the ability to combine different data sets for comparative analysis, displaying year over year for all evaluation ratings, and the ability to render data sets into graphical representations and comparisons. | | | | | | | | |
| 45. Customization and configuration of the evaluations and observation workflow process and user interfaces for the appropriate role groups. This includes, but is not limited to, whole staff data entry inputting, more user friendly navigation process, and customizable dashboards to inform users of progress during evaluation entries. | | | | | | | | |

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| 46. Development of training tools for DOE personnel usage on how to initiate and perform evaluations and observations. | | | | | | | | | |
| 47. Design, generate, and make available on PD standard reports that shall be used to provide feedback to administrators and educators to improve overall educator performance and effectiveness. This includes, but is not limited to, the ability to link PD to evaluation criteria. | | | | | | | | | |
| 48. Evaluators and educators must have the ability to upload and share artifacts (e.g. observation/scripting notes, classroom videos, unit/lesson plans, self-assessments, student learning objectives, etc.) in a variety of formats (i.e. PDF, JPG, DOC, XLS, MP4) as needed. | | | | | | | | | |
| 49. Must have the ability to allow LEAs that have adopted alternative, approved evaluation systems (these districts must be able to input their data directly into the Offeror's system) to directly enter their evaluation data into the vendor's system; | | | | | | | | | |
| 50. System must have the capacity to support a consistent evaluation process and expectations across the state, yet allow the ability for individual school districts with approved and adopted alternative evaluation systems to develop above and beyond state expectations if they choose. | | | | | | | | | |
| 51. The system must aggregate or disaggregate educator effectiveness data at the classroom, school, grade band, district levels, contract certification levels, and years to renewal. | | | | | | | | | |
| 52. Must provide analytics to the component level descriptors for data analysis. | | | | | | | | | |
| Induction and Mentoring Management | OTB | CC | CV | Min | Maj | New | No | Comments | |
| 53. Mentor administration | | | | | | | | | |
| 54. Mentor surveying | | | | | | | | | |
| 55. Mentor/mentee log keeping | | | | | | | | | |
| 56. Mentor reporting | | | | | | | | | |
| 57. Upgrades and enhancements for Induction and Mentoring support | | | | | | | | | |
| ESSA PD Plan Management | OTB | CC | CV | Min | Maj | New | No | Comments | |
| 58. ESSA includes principal interface and reports, end-user dashboards, and data integration for ESSA data. | | | | | | | | | |
| 59. Administration of ESSA PD Plan Status Report | | | | | | | | | |
| 60. Review of the current implementation of ESSA PD Plan | | | | | | | | | |
| 61. Identification of successful components of the ESSA PD Plan and which components of the plan should be modified | | | | | | | | | |
| 62. Determination of the scope on what needs to be modified and how long it will take to modify, test, and deploy to the PD site | | | | | | | | | |
| 63. Streamline with ESSA plan and employee Professional Growth Plan (PGP) | | | | | | | | | |
| 64. Define custom interfaces with DOE's HR system to exchange data status of online PGP | | | | | | | | | |
| 65. Documentation of ESSA PD Plan workflow from a DOE system administrator and end-user perspective | | | | | | | | | |
| 66. Development of a state-wide implementation strategy in collaboration with DOE, subject to final CA approval | | | | | | | | | |
| Professional Growth Plan Management | OTB | CC | CV | Min | Maj | New | No | Comments | |
| 67. User interface for customizable, user-driven growth plans | | | | | | | | | |
| 68. Centralized repository that DOE employees can upload files and other artifacts (digital content) they wish to store in their professional career portfolios | | | | | | | | | |

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| 69. Articulation of criteria for state and complex area initiatives and programs (re- licensure, re-classification, Administrator Certification for Excellence, Induction and Mentoring, compliance training, annual mandatory training, and ESSA) | | | | | | | | |
| 70. Integration of state, complex area, and school PD courses, events and trainings | | | | | | | | |
| 71. Customizable self-assessment tools | | | | | | | | |
| 72. Connection to student assessment data | | | | | | | | |
| 73. Connection to PD | | | | | | | | |
| 74. Support of customizable timelines with goal setting and progress tracking | | | | | | | | |
| 75. Support the ability to save attachments (evidence of learning documents, such as action research project, portfolio, reports, assignments, lesson study) | | | | | | | | |
| 76. Ability to generate and access reports online | | | | | | | | |
| Data Management | OTB | CC | CV | Min | Maj | New | No | Comments |
| <i>TMS shall include an assessment and survey collection framework that allows the creation of custom diagnostic assessments, performance assessments and surveys. In addition, functionality shall include extensive aggregate reporting on the data collected by the framework.</i> | | | | | | | | |
| 77. Does the assessment seamlessly integrate with TrueHire Applicant tracking system, by providing a way for the applicant to take the assessment and for the hiring authority to view the results within the application? | | | | | | | | |
| 78. Must have the ability to partner with and share data with institutions of higher education. | | | | | | | | |
| 79. Survey Creation and Management | | | | | | | | |
| 80. Guides administrators step-by-step in building surveys and in releasing them for data collection. Surveys shall be created and published to audiences based on their role or other demographics. | | | | | | | | |
| 81. Integrate or link to other online survey development applications (i.e., SurveyMonkey and Google Forms) | | | | | | | | |
| Training/Go Live | OTB | CC | CV | Min | Maj | New | No | Comments |
| 91. Provide a solution to develop, test, train, and implement new functionality prior to being released onto the production PD site. | | | | | | | | |
| 82. Instructional videos, how-to quick reference documents or aides to assist users in the areas of system navigation and functionality which includes, but are not limited to, PD, Evaluations and Observations, Induction and Mentoring, and ESSA functionality | | | | | | | | |
| 83. An on-site program manager preferably to interface with DOE's project manager/program manager to establish project schedules and support the implementation of projects. | | | | | | | | |
| 84. Accommodate for at least 40,000 active, user accounts on the PDE system as part of maintaining the online TMS. | | | | | | | | |
| 85. System shall support at least 1,200 concurrent users, with the ability to scale up during anticipated high traffic times. | | | | | | | | |
| Design, Develop, and Implement functions and services in the PD section of the site. | OTB | CC | CV | Min | Maj | New | No | Comments |
| 86. Provide an environment for online professional learning communities (PLC) or support the integration of the PLC from another system; | | | | | | | | |
| Hardware/Software maintenance and Support | OTB | CC | CV | Min | Maj | New | No | Comments |
| 87. All systems must integrate. | | | | | | | | |
| 88. Custom integration work: Additional data must be "pushed" or have the ability to travel either to or from PD and along to other systems, including but not limited to, eHR, ODS, analytics dashboard and SIS, or be able to receive additional data to meet a requirement | | | | | | | | |

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| 89. Migration of all the data in the PD system to new TMS and maintain the integrity of the historical data. | | | | | | | | |
| 90. Maintenance of hosting the service site, and all hardware and network costs associated with hosting of the service site | | | | | | | | |
| 91. Nightly backups of database. | | | | | | | | |
| 92. Nightly backups of server data. | | | | | | | | |
| 93. Unlimited bandwidth. | | | | | | | | |
| 94. All technical problems and/or issues (bug) fix updates. | | | | | | | | |
| 95. Upgrades to current software and installation of new software within the scope of services as defined in this contract. | | | | | | | | |
| 96. Weekly, conference call meetings with DOE's technical support managers to discuss implementation issues. | | | | | | | | |
| 97. Where the Vendor is unable to grant the DOE access to required site user level necessary to self-resolve issues, the Vendor must address such issues within forty-eight (48) business hours, minimizing negative Impact to end-users | | | | | | | | |
| 98. Access to online ticket submission system, and administrative support Monday through Friday, from 7:00 AM to 5:00 PM | | | | | | | | |
| Additional Services | OTB | CC | CV | Min | Maj | New | No | Comments |
| 99. On-site training to DOE staff | | | | | | | | |
| · Use of the PD application | | | | | | | | |
| · Topic areas of the PD system | | | | | | | | |
| · Design and development of training module or curriculum, materials, and training tools | | | | | | | | |
| · The use of administrative tools to maintain the system, as needed | | | | | | | | |
| 100. Data uploading to migrate, convert, and import data from spreadsheets, databases, or external data systems into the PD system. | | | | | | | | |
| 101. Compatible with mobile platforms, including but not limited to, Apple iOS, Microsoft Windows, and Google Android environments. | | | | | | | | |
| 102. Systems must be able to allow differentiated data access at the state, regional service centers, local districts, building, teams, and teacher level. | | | | | | | | |
| 103. Must have the ability to provide school-, district-, and state-level reporting on areas of strength and weakness in connection with the performance standards (e.g. AQTs) to guide and inform broader professional learning opportunities and exemplars of best practices. | | | | | | | | |
| 104. Must have the ability to dynamically import/export data to/from complimentary external systems. | | | | | | | | |
| Section Z: Federal Reporting | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. SIS produces the USDOE EDEN / CSPR reports | | | | | | | | |
| 2. SIS interfaces with Common Education Data Standards (CEDs) | | | | | | | | |
| 3. SIS allows for Foster agency file update | | | | | | | | |
| 4. SIS collects data for the Office of Civil Rights (OCR) reporting | | | | | | | | |
| 5. SIS compiles the OCR data to the LEA and State levels | | | | | | | | |
| 6. SIS interfaces Immigrant system MS2000 | | | | | | | | |
| 7. SIS updated Migrant from MS2000 system and does not allow updates locally | | | | | | | | |
| Section AA: B2B and API Services | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. SIS provides an API for export of its data with documentation and security | | | | | | | | |
| 2. Each module of the SIS RFP provides an API for export of its data with documentation and security | | | | | | | | |
| 3. SIS provides an API for import of data with documentation and security | | | | | | | | |
| 4. SIS utilize an API for address verification with 9 digit zip to meet USPO standards | | | | | | | | |
| 5. SIS utilize an API for GIS coding of addresses | | | | | | | | |
| 6. SIS utilize an API for SSN verification to meet SSN standards | | | | | | | | |

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| 7. SIS utilize an API for exporting enrollment data to Child Nutrition Point of Sale systems | | | | | | | | |
| 8. SIS utilize an API for importing Child Nutrition Point of Sale systems data | | | | | | | | |
| 9. List vendors that currently utilize the API (ie. Coylar for CNP) | | | | | | | | |
| 10. SIS utilize an API for exporting data to support Athletic Eligibility | | | | | | | | |
| 11. SIS utilize an API to import Athletic Eligibility data | | | | | | | | |
| 12. SIS utilize an API with the Migrant MS2000 system | | | | | | | | |
| 13. SIS utilize ETL process to migrate data from Operational Data Store (ODS) to Longitudinal Data Store (LDS) | | | | | | | | |
| Section BB: Data Exchange & Access Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The system must provide Admin Access to API that allows for Single Sign On (SSO), data transfer and embedded content from third party products. | | | | | | | | |
| 2. The system must allow for scheduled imports/exports of data to be automatically 'put' and 'get' files to FTP, SFTP and NFS file shares. | | | | | | | | |
| 3. The system must have access from the administrative portal to database tables/fields for import/export purposes and support the following formats: CSV, TXT, HTML and PDF. | | | | | | | | |
| 4. The system must include the 'Database Licensing' in the purchase price and the annual maintenance/support cost. | | | | | | | | |
| 5. System provides easy historical access to Attendance, student schedule, master schedule, behavior incidents, grades, etc. for prior school years, without having to leave the system. | | | | | | | | |
| 6. System stores Historical Grades, Class Rank, Honor Roll. | | | | | | | | |
| 7. System can calculate Weighted GPA, Un-weighted GPA, marking period GPA, and Cumulative GPA. | | | | | | | | |
| 8. System has the ability to secure access to historical grade records including view, edit and/or no access. | | | | | | | | |
| 9. System has the ability to generate transcripts for historical records imported from other systems. | | | | | | | | |
| 10. System has the ability to customize transcripts' template including school logo and any additional modifications | | | | | | | | |
| 11. System can retrieve, update, and produce report cards/transcripts from previous school years | | | | | | | | |
| 12. System maintains and displays school enrollments including entry and exit dates and code and enrollment comment. | | | | | | | | |
| 13. System has the ability to generate student transcript for both active or inactive students. | | | | | | | | |
| 14. System has the ability for selected users to update Historical grades, classes, GPA Calculations and recalculate GPA for an individual student when updating data | | | | | | | | |
| 15. System has the ability to add classes completed at schools outside of the district into Historical data | | | | | | | | |
| 16. System has the ability to create class rank based on weighted or un-weighted GPA | | | | | | | | |
| 17. System must have the ability to add, track, report, import and export on custom district tables and fields created by the district. | | | | | | | | |
| 18. System must have the ability to mass change/add/replace values in different modules through the system and is not limited to student demographics, scheduling, contacts, etc. | | | | | | | | |
| 19. System must have an audit trail for all above function. | | | | | | | | |
| Section CC: Reporting Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. All reports can be created without the use of external software or 3rd party applications | | | | | | | | |

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| 2. System has an end-user friendly report generation tool for end users to be able to create simple lists and reports with student data | | | | | | | | |
| 3. System has a robust report builder that is included as part of the system and can create drag and drop reports, pivot tables, form letters, and mailing labels | | | | | | | | |
| 4. System includes visual dashboard reports for critical functional areas, including attendance, discipline, immunization, and grades | | | | | | | | |
| 5. System has the ability to create ad-hoc data exports using PDF, Excel, CSV and other file formats | | | | | | | | |
| 6. User-created reports can be exported as a report template, shared with other educational institutions, and imported in to their instances of the system | | | | | | | | |
| 7. System must include an enterprise-class ad-hoc reporting tool with the following capabilities: | | | | | | | | |
| · Includes ready-to-run reports for demographics, grades, attendance, test scores, and discipline | | | | | | | | |
| · System administrators can create additional custom reports and data sets | | | | | | | | |
| · Supports graphs, pivot tables, conditional cell highlighting, and row filtering | | | | | | | | |
| · Supports the creation of calculated data based on other fields in the report table | | | | | | | | |
| · Supports grouping and aggregation of data in the report | | | | | | | | |
| · Users can save their own versions of the report configuration | | | | | | | | |
| 8. System must have the ability to create custom lists, access selected students (by grade, Special Ed Classification, school etc.) and be able to generate various reports/exports based on this lists | | | | | | | | |
| 9. The system must include report writing tools to create both lists of students and 'page layout' reports. | | | | | | | | |
| 10. System is compliant with Alabama State Reporting | | | | | | | | |
| 11. System must include a visual attendance dashboard that displays number of students absent by attendance category and provides student contact data | | | | | | | | |
| 12. System must include a report showing teachers that have or have not taken attendance for any day of the school year | | | | | | | | |
| 13. System must include a class attendance audit report that can be run for any or all teachers and provides a signable document detailing the full attendance for all students in their classes over a user-selectable date range (i.e. a weekly attendance report) | | | | | | | | |
| 14. System must include a student attendance audit report detailing attendance codes by day | | | | | | | | |
| 15. System must include a report detailing consecutive student absences by absence code | | | | | | | | |
| 16. All attendance data can be exported | | | | | | | | |
| 17. System includes visual dashboard reports for discipline incidents organized by behavior/infraction and disciplinary result/action with adjustable timeframe analysis | | | | | | | | |
| 18. System must be able to produce discipline letters | | | | | | | | |
| 19. All discipline data can be exported | | | | | | | | |
| 20. System must have the ability to produce a grade distribution report of grades issued by teachers. This report must have the ability to be pulled by teacher, course, department, credit type, student, or a school-wide summary. The grade distribution must support both letter grades and percentage ranges and process for either the current marking period ("live" grades from the teacher grade book) or any past marking period. | | | | | | | | |
| 21. System must be able to generate a list of students by the report card grades given, i.e. all students who have a specific grade, all A's and B's, grades lower than 60 | | | | | | | | |

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| 22. System must include a flexible transcript reporting system that is capable of including a variety of page design elements (boxes, lines, images, text boxes, etc.) in addition to the list of grades | | | | | | | | |
| 23. Transcripts must include the ability to report multiple GPA calculations, such as GPA by school year or GPA by subject area, in addition to any needed cumulative GPA calculations | | | | | | | | |
| 24. Transcripts must include the ability to report student test scores | | | | | | | | |
| 25. Transcripts must include the ability to report student achievements and awards | | | | | | | | |
| 26. Report cards automatically and dynamically report on class period, course name, teacher, grade, attendance, teacher comment, and other items for all classes in a selected marking period | | | | | | | | |
| 27. System must include an at-risk dashboard that automatically analyzes students' grades and attendance data to determine an indexed score rating for each student and bands them in to school-defined risk categories | | | | | | | | |
| Section DD: Technical Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The system is fully web-based and utilizes a standard web browser for its user interface with 256-bit encryption. | | | | | | | | |
| 2. The system utilizes a scalable, industry-standard relational database management system (RDBMS), preferably an enterprise-proven DB system that supports real-time user access to critical data. | | | | | | | | |
| 3. The system utilizes a single, centralized relational database management system (RDBMS) for all schools within the district. | | | | | | | | |
| 4. The system relational database management system (RDBMS) includes integrated data backup and recovery tools. | | | | | | | | |
| 5. The system relational database management system (RDBMS) includes the use of multiple online log files for data recovery, rollback capabilities, and auditing. | | | | | | | | |
| 6. The system relational database management system (RDBMS) should enable locking of records to prohibit simultaneous updating by multiple users while still allowing multiple users to view the record. | | | | | | | | |
| 7. The system utilizes a three-tier architecture or n-tier application model that separates processing into discreet tiers that have a clear separation between the various tiers for distribution between the client and the system. | | | | | | | | |
| 8. The system can support horizontal scaling to accommodate growth and workloads. | | | | | | | | |
| 9. The system can support vertical scaling to accommodate growth and workloads. | | | | | | | | |
| 10. List the programming languages your system is based on. | | | | | | | | |
| 11. The system supports integration with LDAP for credential synchronization between directory services structure and system. | | | | | | | | |
| 12. The system supports Single Sign-On (SSO) capabilities utilizing OpenID or SAML and can function as Service Provider (SP) and defer to the district's Identity Provider (IdP) solution for user authentication. | | | | | | | | |
| 13. The system supports the use of non-production environment(s) with documented procedures on replicating data from the production instance to the non-production environment(s). | | | | | | | | |
| 14. The system must not require any specific toolsets. | | | | | | | | |
| 15. System supports all major browsers (Internet Explorer, Firefox, Chrome, Safari) without the need for ANY browser 'plug-ins'. | | | | | | | | |
| 16. The system must allow 'back end' access to the database using SQL Developer Tools, ODBC, JDBC. | | | | | | | | |

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| Client Configuration: | OTB | CC | CV | Min | Maj | New | No | Comments |
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| 17. The system supports true mobile apps across both Android and iOS mobile devices. | | | | | | | | |
| 18. The system is fully compatible for end user access across both Mac OS X and Microsoft Windows based platforms. | | | | | | | | |
| 19. The system should be fully compatible for end user access across all standard web browsers including Internet Explorer, Edge, Firefox, Chrome, and Safari. | | | | | | | | |
| 20. The system does not require any third party plugins or application to be installed on the local client for full system functionality. | | | | | | | | |
| 21. Mobile functionality must include adaptive design | | | | | | | | |
| General: | OTB | CC | CV | Min | Maj | New | No | Comments |
| 22. What response time can be expected with the system? | | | | | | | | |
| 23. What is the current development cycle system / product updates (time between upgrades)? | | | | | | | | |
| 24. Does the system support standard Simple Mail Transfer Protocol (SMTP) email messaging capabilities? | | | | | | | | |
| Section EE: Hosted Requirements | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. The vendor hosted system datacenter is fully compliant with HIPAA, FERPA, SSAE 16, and ISAE 3402 standards. | | | | | | | | |
| 2. The vendor hosted system datacenter utilizes isolated-parallel (IP) UPS topology for power protection. | | | | | | | | |
| 3. The vendor hosted system datacenter complies with ASHRAE standards for temperature and humidity levels | | | | | | | | |
| 4. The vendor hosted system datacenter utilizes a Tier 1 Carrier Internet backbone with a minimum 10 Gigabit Ethernet connection for Internet connectivity. | | | | | | | | |
| 5. The vendor hosted system datacenter utilizes a minimum combination of biometric scanners and card readers for physical access to the systems' infrastructure. | | | | | | | | |
| 6. The vendor hosted system datacenter utilizes 24x7x365 internal and external CCTV video surveillance that includes a minimum 90 day video retention policy. | | | | | | | | |
| 7. The vendor hosted systems incorporate XTS-AES 256-bit data-at-rest encryption to protect data confidentially. | | | | | | | | |
| 8. The vendor hosted systems incorporate CA (signed) certificates with SHA-2 format a minimum of 256 bits. | | | | | | | | |
| 9. The vendor hosted systems utilize next-generation firewall (NGFW) technology with intrusion detection system (IDS). | | | | | | | | |
| 10. The vendor hosted systems utilize Distributed Denial of Service (DDoS) prevention and mitigation technologies at the perimeter edge network. | | | | | | | | |
| 11. The vendor hosted systems utilizes redundant backup levels that incorporate daily full backups with a minimum 30 day retention policy. | | | | | | | | |
| 12. The vendor hosted systems maintain multiple online log files across multiple redundant disks / SAN LUNs. | | | | | | | | |
| 13. The vendor hosted systems support Disaster Recovery and Data Continuity plans in the event the primary systems become unavailable or unresponsive. | | | | | | | | |
| 14. The vendor hosted systems support a unique and secured instance of the system per district that is completely isolated from other district systems. | | | | | | | | |
| 15. The vendor hosted system must sustain 99.9% availability. | | | | | | | | |
| Section FF: State Administration | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. SIS allows for STATE administration of codes | | | | | | | | |
| 2. SIS allows for STATE updated files from Assessment vendors | | | | | | | | |
| 3. SIS allows for a STATE update for Direct Certification from DHR, Medicaid, Foster agencies | | | | | | | | |
| Section GG: Release and Maintenance Management | OTB | CC | CV | Min | Maj | New | No | Comments |
| 1. Releases Management Principals | | | | | | | | |
| 2. Major releases standard schedule: | | | | | | | | |
| 1) Monthly | | | | | | | | |

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