COLORADO
Department of Education

Office of Facility Schools
Quality Standards

Revised March 2019

Quality Standards Introduction

The Quality Standards were originally created in 1996 by a committee of Facility School educators. The original intent of the Quality Standards document was to:

- Identify and define key factors in an educational program which are instrumental for quality instruction
- Serve as a guide for educational program development of Facility Schools
- Provide a tool for the consistent evaluation of school programs
- Improve the instructional services provided to student in out of district placements.

In 2006, a task force consisting of staff from Facility Schools, public schools, the State Board of Education, the Colorado Department of Education, the Department of Human Services and the Division of Youth Corrections met to update the process to be aligned with the reauthorization of *IDEA* and *No Child Left Behind* and to reflect best practices.

A committee met again in 2018 to include updates from the Every Student Succeeds Act (ESSA) and the School-level Systems for Improved Performance Rubric for Facility Schools. (Indicated by the number in parenthesis)

The following people have contributed their expertise and time in the development of this or previous manuals:

- Maria Black – Colorado Springs District 11
- Jane Bouman – Englewood, Littleton, and Sheridan Public Schools
- Florie Fisch – Mountain Star Program
- Brigitte Gustafson – Ft. Lupton and Keenesburg School Districts
- Martha Holloway – JADE Trainer
- Christine (Critty) McClendon – Denver Public Schools
- Haley Moran – Academy District #20 and Children's Ark
- Kelly O'Shea – Tennyson Center
- Bonnie Randle – Cherry Creek Schools
- Ann Schick – Adams #12 School District
- Linda Williams – Blackwell – El Pueblo Boys and Girls Ranch
- Jason Gruhl – The Joshua School
- Robin Singer – Mount St. Vincent Home, CDE
- Ben Mulvey-Serenity Day Treatment
- Ann Symalla-Denver Children's Home, CDE

Since 2008, each Facility School has been required to maintain a Quality Standards notebook which includes documentation and verification of how the standards are being implemented. An electronic portfolio may be substituted for the notebook. This manual is intended to be a practical guide to the process and procedures for out-of-district placements in approved facility schools. It combines the collective expertise of numerous individuals who have worked in this area for many years – both from the perspective of an administrative unit and from that of a facility. The goal is to help provide consistency and clarity for facilities and school districts in order to provide the best possible services for students in out-of-district placements. Cooperation between facilities, school districts, parents, advocates and other agencies involved with the child is encouraged. Sharing information and using a common language can facilitate that process. This manual is intended to inform and support that work.

> *RULES FOR THE ADMINISTRATION OF THE FACILITY SCHOOLS ACT 1 CCR 304-1 state that Approved Facility Schools*
>
> *3.04(1)(f) Complete an annual self-assessment and develop a school improvement plan based on guidelines established by the Facility Schools Unit.*

The following guidelines should be followed:

- Organize documentation by each Quality Standard.
- Preface each section with a copy of the Quality Standards rubric.
- Use the rubric as a self-assessment evaluation tool to develop the School Improvement Plan.
- Include samples of forms.
- Represent how your school is meeting or exceeding the Quality Standards. Be creative in documenting what works well in your unique setting.
- Include a page in your notebook that references where supporting documentation is located in the school.
- Date all materials. When new items are added, older examples should be purged.
- Incorporate your Policies and Procedures as appropriate.

Scoring

For each Quality Standard, there is a rubric with scores 1-4. In some situations, a facility may wish to utilize a .5 scoring.

1	2	3	4
Below Standard	Partially in Place	Securely in Place	Exemplary

Each individual Quality Standard lists specific examples of documentation that can be used to verify scores, but these are suggestions only and not intended to be all inclusive. Each facility is encouraged to include additional materials which further illustrate the school's attainment of that Quality Standard.

It is expected that each school year, the facility school will complete an internal review or self-assessment using the rubric scores from the Quality Standards. This process, along with any recommendations from the previous monitoring visits, should guide development of the School Improvement Plan, which is submitted to CDE as part of the monitoring process each December.

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Quality Standards for Continuous Improvement for Facility Schools

1. The Schedule for the Educational Program Is Comparable to a Public School

2. The Facility Employs Appropriately Qualified Staff

3. The Facility Employs Appropriately Qualified Paraprofessionals

4. The Facility Employs (or Contracts) with a Special Education Director

5. Educational Staff Participates in Ongoing Professional Development

6. The School Complies with Special Education Requirements

7. The Facility Has a Positive Climate and Culture

8. The Facility Implements Transition Planning for Next Steps and Post-School Outcomes

9. The Facility Implements Instructional Planning and Processes

10. The Facility Encourages Input from and Communication with Parents/Guardians/Educational Surrogate Parents/Stakeholders

Please note: *The numbers in parentheses under each rating indicator matches the School-level Systems for Improved Performance Rubric for Facility Schools that was introduced to facility schools by Cindy Ward in the summer of 2018*

1. The Schedule for the Educational Program is Comparable to a Public School

Rating Indicators

Quality Standard #1 - The Schedule for the Educational Program is Comparable to a Public School
4. Exemplary
☐ All of the criteria of #3 are met, plus (4.5) The school implements a thoughtful and strategic school calendar and daily schedule. The schedule includes > 6 hours of instruction per day, and > 120 minutes of ELA time. The school strategically designs the schedule to ensure adequate learning time in core subjects.
3. Securely in Place
☐ Nine month calendar running from approximately mid-August to mid-June
☐ Mandatory secondary 1080 hours – typically 180 days times 6 hours per day, excluding lunch/Mandatory elementary 990 hours – typically 180 days times 5.5 hours per day, excluding lunch.
☐ Students are typically available for the daily schedule and are typically on time to all classes.
☐ Classroom interruptions are kept to a minimum.
☐ Minimum of 20 hours per week of core academic content.
☐ Daily school attendance is documented.
☐ Educational services are provided for students who are not in school due to safety/security concerns.
☐ Group and goal-setting classes held during the school day follow a general affective curriculum and are taught by a CDE licensed professional.
☐ Individual and/or group therapy is not typically allowed during school hours. If individual and/or group therapy is held during the day, the length of the school day is increased to assure six hours of instructional time.
☐ Individual exceptions must be documented on the IEP.
☐ (4.5) The school has taken steps to increase instructional time on task through extended learning opportunities. The school calendar and daily schedule are well constructed. The schedule includes > 5.5 and ≤ 6 hours of instruction per day, and > 90 and ≤ 120 minutes of ELA time. The school designs the schedule to meet individual student and teacher needs.
2. Partially in Place
☐ The education program, although regularly scheduled, operates on a sporadic basis and/or consistent student participation is not required.
☐ (4.5) Students would benefit from increased instructional and/or intervention time. The school calendar and daily schedule could be improved to increase time on task. The schedule includes > 5 and ≤ 5.5 hours of instruction per day, and > 60 and ≤ 90 minutes of ELA time.
1. Below Standard
☐ The education program consistently falls below the required standards and/or students are regularly and routinely pulled or excluded from school.
☐ (4.5) There is not enough time in the school schedule to appropriately meet students' academic needs. There is a significant amount of wasted time in the school calendar and daily schedule. The schedule includes ≤ 5 hours of instruction per day, and ≤ 60 minutes of ELA time.

1. The Schedule for the Educational Program is Comparable to a Public School

Examples of Documentation to verify rating:

- ☐ Facility school calendar, which should be the same as submitted for *Tuition Cost Application*
- ☐ School calendar of the district in which the facility is located
- ☐ Daily school schedule (with hours counted, excluding lunch)
- ☐ Teacher schedules that indicate specific classes being taught
- ☐ Description of any non-traditional schedules; i.e., community or service based learning, outdoor and/or experiential education, with clear linkages to content standards
- ☐ Sample of sign in/out logs for students who leave school for any reason, including a reference to the reason; i.e., sick, med appointment, court, therapy, and reference to location of current logs
- ☐ Clearly defined procedures are in place for the provision of educational services for students unable to attend school due to safety/security concerns
- ☐ Documentation that educational services are provided for students unable to attend school due to safety/security concerns, completed by the teacher and/or service provider.
- ☐ Behavior Plans, IEPs or Personal Learning Plans to document exceptions to the "comparable school day" standard

3. The Facility Employs Appropriately Qualified Staff

Rating Indicators

Quality Standard #2 - The Facility Employs Appropriately Qualified Staff
4. Exemplary
☐ All of the criteria of #3 are met, plus the facility is able to document the retention of teachers and other licensed professionals so that there is never a completely new staff. The facility has programs in place to support staff recruitment and enhance retention. There is a clearly defined orientation for new education personnel.
☐ (4.1) New hires are deliberately recruited and selected. A rigorous interview process includes lesson demonstrations, assessment of expertise, philosophy, and commitment. Teachers are assigned to differentiated roles to extend the reach of highly effective teachers. Teachers who consistently under-perform on regular, rigorous, and fair evaluations are exited efficiently, while effective teachers are deliberately retained. Compensation systems are designed to attract and retain high performers. The school has control over all decisions related to staff recruitment, allocation, and strategic retention.
☐ (4.4). Staff and family feedback is collected and analyzed on a regular basis and used for future decision making. Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.
3. Securely in Place
☐ The educational staff (or their replacements) identified on the *Tuition Cost Application* are present in the school setting. All special education teachers are CDE licensed with appropriate endorsements for the students served (a generalist license is appropriate for all populations except deaf/hard of hearing and blind/vision impaired). There must be sufficient special education teachers to meet the needs identified on IEPs, administer assessments, and consult with other teachers/service providers in the program. If a special education teacher is the sole deliverer of core content, that person must also meet in-field criteria (formerly referred to as highly qualified). General education teachers must be CDE licensed and meet in-field criteria (formerly referred to as highly qualified). Vacancies are filled in a timely fashion. Any staff covering a classroom in a teacher's absence are also CDE licensed.
☐ (4.1) The school has control over hiring decisions and recruits and hires teachers with commitment to and competence in the school's philosophy, design, instructional model, and priorities. The school has recruitment and hiring processes and timelines that ensures access to highly qualified candidates. School leadership implements a strategic approach to staffing assignments that matches teacher skills to student needs. The school has the authority to make the final determination about whether to strategically retain teachers based on performance or fit.
☐ (4.4) The school has a process to respond to parent concerns. Staff and family feedback is collected and analyzed on a regular basis. A culturally and linguistically appropriate communication strategy supports engaged communication and conversation with all stakeholders.
2. Partially in Place
☐ There are teachers, who are making attempts to obtain appropriate CDE licensure, but they do not currently meet CDE requirements; attempts to fill vacancies have failed. Substitute teachers do not hold CDE licensure.
☐ (4.1) The school follows recruitment and hiring processes and timelines to access a pool of highly qualified candidates. Staffing assignments are based on seniority or politics
☐ (4.4) Clear procedures and policies exist to ensure the engagement of community stakeholders.
1. Below Standard
☐ The agency employs unlicensed, unqualified personnel to serve as teachers. Despite time and opportunity, teachers are not moving toward meeting CDE licensure requirements. Teachers are used to supervise in the residential setting and/or have responsibilities that extend beyond the school setting.
☐ (4.1) The school has little or no control or strategy related to staff recruitment, allocation, or retention.
☐ (4.4) No clear procedures or policies exist to ensure the engagement of community stakeholders to promote and support the school.

2. The Facility Employs Appropriately Qualified Staff

Examples of Documentation to verify rating:

- ☐ Copies of teacher licenses
- ☐ SEE/TTE documentation
- ☐ Copies of job descriptions
- ☐ Policies/procedures for new staff orientation
- ☐ Documentation of retention
- ☐ Policies/procedures for recruitment, hiring, training and retention of staff
- ☐ Evidence of teacher training to maximize the paraprofessional's role

3. The Facility Purposefully Employs Paraprofessionals

Rating Indicators

Quality Standard #3 - The Facility Purposefully Employs Paraprofessionals
4. Exemplary
☐ If the facility chooses to staff its school with all teachers and use no paraprofessionals, this standard is met.
☐ All the criteria of #3 are met, plus the teachers have received specific guidance/training on how to maximize the paraprofessional's contribution. If/when paraprofessionals indicate an interest in becoming a licensed teacher; the facility supports and encourages their development.
3. Securely in Place
☐ Paraprofessionals (also referred to as paraeducators, teacher's assistants, youth treatment counselors, educational mental health workers, etc. or their replacements, identified on the *Tuition Cost Application* are present in the school setting. They are utilized to enhance student learning, either to support positive behavior management (which may include crisis intervention) and/or work as classroom aides. When in the classroom, the paraprofessional is actively engaged with students and/or involved in activities that ultimately support student learning. The paraprofessional does not work in the residential unit, i.e. waking students, monitoring chores, but may serve in a "fill-in" capacity to enhance communication between the residence and the school. The paraprofessional is typically listed on the Tuition Cost application as a full time school employee.
☐ Paraprofessionals who also serve as substitute teachers have CDE licensure. Professional development for the paraprofessional is supported by the facility.
2. Partially in Place
☐ A paraprofessional may be in the classroom with the teacher and students, but is frequently disengaged from what's happening. The paraprofessional(s) may be primarily waiting to respond to a crisis rather than working in a positive proactive manner to decrease the odds of a crisis occurring. The paraprofessional may be working as a classroom teacher without CDE licensure. The paraprofessional is seldom included in professional development.
1. Below Standard
☐ Despite being included on the *Tuition Cost Application*, the paraprofessional doesn't work in the school area on a full time basis but instead, works on the residential unit.

3. The Facility Purposefully Employs Paraprofessionals

Examples of Documentation to verify rating:

☐ Paraprofessional job description(s)
☐ Paraprofessional's daily schedule
☐ Copies of CDE licensure, if applicable
☐ Paraprofessionals are encouraged and supported to obtain CDE licensure
☐ Evidence of teacher training to maximize the paraprofessional's role

4. The Facility Employs (or Contracts with) a Special Education Director

Rating Indicators

Quality Standard #4 - The Facility Employs (or Contracts with) a Special Education Director
4. Exemplary
☐ All the criteria for #3 are met, plus the special education director and/or his/her designee is an educational advocate and an instructional leader for the facility. He/she regularly attends CDE sponsored trainings/meetings at the local, regional, and/or state level. This individual coordinates with the facility to establish the value of the school program and to procure resources.
☐ The program has a well-defined process of instructional staff supervision. Supervision is developmental in nature; supervisors assist education staff in setting clear goals, observe teacher performance, provide technical assistance, and complete constructive evaluations of teacher performance/progress.
☐ If an improvement plan is necessary, supervisor and teacher work together to develop and continuously monitor the plan and teacher progress.
☐ (3.1) School leadership keeps the vision, mission, goals, strategies, and required pace of change at the center of the work, while intentionally changing the conditions that hinder or prevent improvement. Leadership takes advantage of changed circumstances to ignite bold reforms, celebrate quick wins, and engage multiple stakeholders in authentic ways. Leadership engages the broader school community in evaluation and monitoring of the impact of improvement strategies on organizational performance and student learning. Leadership effectively minimizes factors that distract from the primary purpose of raising student achievement.   Leadership communicates optimism and inspires others to break through barriers to make the vision a reality.
☐ (3.3) School leadership aggressively monitors the instructional program in its entirety, assuring alignment between standards, objectives, classroom instruction, and organizational goals. The school leader is highly visible and provides regular, meaningful, clear and timely feedback aligned with teacher performance goals, designed to help teachers improve their instructional practice. The school leadership builds teacher capacity related to standards, instruction, and assessment with a focus on integrating the use of research based practices.
☐ (3.4) High-quality, job-embedded professional learning opportunities is differentiated and informed by ongoing analysis of student performance, instructional data, educators' learning needs, and organizational goals. Direct ties to the instructional model exist. A school culture of feedback and constant reflection is created to promote ongoing adult learning. Teacher teams are viewed as a way of doing business. Leadership requires teachers to demonstrate their learned competency, and regularly evaluates the quality of professional learning opportunities. Opportunities exist for career advancement.   New and struggling teachers are provided with ongoing, deep, targeted support. Ineffective classroom practice is addressed immediately and effectively.
☐ (3.5) School administrators fully implement a transparent, clearly defined system of employee supervision and evaluation to improve professional and instructional practices, including the development of annual growth goals and regular and meaningful feedback to staff members to improve performance related to job responsibilities and growth goals. School leaders ensure training and mentoring is provided to low-performing teachers to improve their performance. Teachers understand the evaluation process and regard it as an important factor in their professional growth.
☐ (4.3) The school has complete fiscal autonomy within an allotted school budget including but not limited to staffing structure, teacher compensation, technology, and curricular supplements. Leadership sets specific action plans and has the authority to shift resources to align with those priorities.
3. Securely in Place
☐ Each facility must employ a CDE licensed special education director. The special education director is responsible for signing the *Tuition Cost Application*, the Annual Facility Report Assurances, and other formal documents. The special education director and/or his/her designee is responsible for ensuring that the facility is in compliance with special education rules and regulations, for instructional staff supervision (in coordination with facility policies), and development of the School Improvement Plan. If the Director of Special Education changes, CDE must be notified immediately, and informed of the plan for replacement.

Quality Standard #4 - The Facility Employs (or Contracts with) a Special Education Director
☐ (3.1) School leadership keeps the vision, mission, goals, strategies, and required pace of change at the center of the work with a strategic school level systems lens to promote improved student achievement. School leadership sets clear, ambitious, and attainable performance expectations and goals, and allocates resources needed to implement strategies and reach goals. Leadership evaluates and monitors the impact of improvement strategies on organizational performance and student learning. Leadership recognizes the importance of minimizing factors that distract from the primary purpose of raising student achievement. Leadership communicates optimism, shares progress, and fosters a positive school culture.
☐ (3.3) The school leader has a vision for instruction, evidence of which is reflected in classroom instruction and the school's instructional model. School leadership monitors the instructional program in its entirety, assuring alignment between learning standards, objectives, classroom instruction, and organizational goals. The school leader is highly visible and provides regular, meaningful, clear and timely feedback aligned with teacher performance goals, designed to help teachers improve their instructional practice.
☐ (3.4) High-quality professional learning opportunities are provided on a regular basis and designed to promote effective implementation of the instructional model and improve overall instructional practice. A school culture of feedback and reflection is created in order to allow all to develop professionally. Educators meet during regularly scheduled, uninterrupted times to collaborate, establish team improvement goals, and use data to inform instructional plans. Leadership requires teachers to demonstrate their learned competency in a regular and assessable way. New and struggling teachers are provided with ongoing targeted support. The school celebrates the accomplishments of outstanding teachers.
☐ (3.5) School leaders fully implement transparent and consistent supervision and evaluation processes to improve professional and instructional practices, including the development of annual growth goals and regular and meaningful feedback to staff members. Individual professional growth plans are in place and being implemented for each educator. School leaders ensure training and mentoring is provided to low-performing teachers to improve their performance. Teachers understand the evaluation process.
☐ (4.3) The school administrator has control over budgetary decisions within an allotted school budget including but not limited to staffing structure, teacher compensation, technology, and curricular supplements. Leadership sets specific action plans and has the authority to shift resources to align with those priorities. The school has a process for budget creation. The school has a process to determine effectiveness of resources allocated and non-instructional spending is minimized.
☐ (4.6) All academic teams have common planning periods (1-2 hours/week) and they are seldom interrupted by non-instructional tasks. Staff members use this time to discuss instructional strategies, discuss student work, develop curricular resources, and use data to adjust instruction.
2. Partially in Place
☐ The special education director has little involvement with the facility and/or there is an inconsistent program of instructional staff supervision. There is no one to serve as an instructional leader and/or educational advocate for the facility school. (3.1) Leadership demonstrates a belief that improvement can and will occur. While the vision, mission, goals and strategies are clear to stakeholders, sufficient resources are not allocated to effectively and quickly change the conditions that hider or prevent improvement. Evaluation of the impact of improvement strategies many exist, but are narrowly focused or not a mechanism for resource alignments.
☐ (3.1) Leadership demonstrates a belief that improvement can and will occur. While the vision, mission, goals, and strategies are clear to stakeholders, sufficient resources are not strategically allocated to effectively and quickly change the conditions that hinder or prevent improvement. Evaluation of the impact of improvement strategies may exist, but is either narrowly focused or not a mechanism for resource alignment.
☐ (3.3) The school leader is able to articulate research informed instructional strategies that align with the needs of the school as well a classroom based evidence of these strategies. School leadership monitors several key areas of academic achievement, and seeks and shares additional research to address lack of improvement.
☐ (3.4) The school offers regular, ongoing professional learning opportunities, however topics are selected without considering student data, teacher development needs, or the instructional model. Educators regularly engage in collaborative team processes, however the purpose of these teams may be unclear or the tools and protocols to ensure effectiveness are lacking. While support for new and struggling teachers may exist, it is not provided in a systematized way.

Quality Standard #4 - The Facility Employs (or Contracts with) a Special Education Director
☐ (3.5) A process of supervision and evaluation is fully implemented; however, quality of feedback and support for low-performing teachers is insufficient to improve teacher performance. Teachers are unclear about the evaluation process.
☐ (4.3) The school administrator has some authority to negotiate some decisions related to budget or shifted resources.
1. Below Standard
☐ The special education director has no involvement with the facility other than to sign his/her name to documents. The facility has no plan in place for supervision of instructional staff or supervision is arbitrary, inconsistent, or ineffective. There is rarely a representative from the facility in attendance at any CDE sponsored trainings/meetings at the local, regional, and/or state level. School may be viewed as a "daycare" for students between therapeutic interventions. (3.1) Vision, mission, goals and strategies are non-existent or unclear to stakeholders. Minimal attempt is made to monitor and evaluate the impact of improvement strategies.
☐ (3.1) Vision, mission, goals, and strategies are non-existent and/or unclear to stakeholders. The school lacks an alignment between organizational goals and resource allocation. Minimal attempt is made to monitor and evaluate the impact of improvement strategies.
☐ (3.3) School leadership lacks an understanding of the student population and its needs. Leadership maintains a focus on managerial tasks rather than the instructional program.
☐ (3.4) The school does not offer professional learning opportunities on a regular, ongoing basis. Teacher teams either do not meet, or meetings lack clarity of roles and outcomes or do not meet frequently enough to have an impact. Support for new and struggling teachers is lacking.
☐ (3.5) School leaders do not effectively or fully implement a transparent process for supervision and evaluation of teachers. Support for struggling teachers is lacking. Teachers communicate frustration or lack of understanding of the process.
☐ (4.3) The school administrator has little to no decision making authority related to budget and resource allocation.
☐ (4.6) Educators lack adequate and/or recurring professional development and/or common planning time. Common planning time is currently disorganized and the time is not used effectively. As a result, staff members are unable to develop and/or share practices on a regular basis.

4. The Facility Employs (or Contracts with) a Special Education Director

Examples of Documentation to verify rating:

- ☐ Special Education Director's license
- ☐ Special Education Director's job description
- ☐ Contract for the Special Education Director if the individual is not a full time employee of the facility
- ☐ Procedure to designate someone at the facility to oversee special education compliance, supervision, leadership, etc.
- ☐ Description of process for personnel evaluations
- ☐ Sample personnel evaluations
- ☐ Agency policies which describe the role of the special education director/designee in facility-wide decisions, planning
- ☐ Evidence that the special education director/designee is actively involved in facility wide decisions and planning

5. Educational Staff Participate in Ongoing Professional Development

Rating Indicators

Quality Standard #5 - Educational Staff Participate in Ongoing Professional Development
4. Exemplary
☐ All the criteria of #3 are met, plus educationally focused professional development (workshops, conferences, inservices) are fully supported through the provision of release time, funding (when appropriate), and dissemination of information regarding available trainings. Opportunities are designed or selected to meet existing needs and build capacity. A systemic plan exists for education personnel attending training to share new skills and knowledge with other teachers and/or the facility when they return from training. Either the special education director, educational coordinator, and/or school administrator is actively involved in CDE sponsored meetings/trainings and is knowledgeable about current CDE requirements.
3. Securely in Place
☐ Educational personnel are encouraged to attend workshops, conferences, and inservice activities and receive release time. A listing of opportunities is maintained and disseminated. Educational personnel receiving support usually share new skills and knowledge learned with other teachers and/or the facility.
☐ (1.7) Teachers have receive professional development on multicultural education and the school uses materials that reflect the student cultures and native languages. The school culture takes the student population's cultures into consideration, including in school wide events. School staff celebrates and respect student's differences and diversity.
2. Partially in Place
☐ Little or no support (i.e., release time) is provided and/or funding is not available for school staff to attend CDE, school district, or private professional development trainings or conferences.
☐ (1.7) The school's curriculum includes topics related to student cultures. There are structure in place to guarantee that the school and work environments are open to and accepting of diversity and free from discriminatory behavior and practices.
1. Below Standard
☐ No one from the facility has attended educational training during the school year.
☐ (1.7) The school has not provided any training or support on cultural competency.

5. Educational Staff Participate in Ongoing Professional Development

Examples of Documentation to verify rating:

- ☐ Certificates of attendance at educationally focused professional development/training/conferences
- ☐ Rosters of attendees at internal trainings for school staff
- ☐ Description of staff's professional involvement outside the facility
- ☐ Narrative describing the relationship of professional development to the School Improvement Plan
- ☐ Policies/procedures that support staff training; i.e., school schedule adaptations to support inservice training, procedures to request professional development
- ☐ Policies/procedures around tuition reimbursement and/or conference funding
- ☐ Examples/evidence of staff sharing information

6. The School Complies with Special Education Requirements

Rating Indicators

Quality Standard #6 - The School Complies with Special Education Requirements
4. Exemplary
☐ All the criteria of #3 are met, plus the facility school staff works to establish and maintain communication with school districts. An effort is made to work collaboratively with school district personnel to schedule IEP meetings, discuss ongoing concerns, find solutions to problems, and provide the best services for students. School district representatives are invited to visit the facility school. Facility personnel attend, as needed, IEP staffings held at the public school. The school utilizes an internal quality assurance procedure to assure compliance with special education laws.
3. Securely in Place

☐ The facility has someone on site that is knowledgeable about special education requirements, is familiar with and consistently applies the ECEA Rules and is committed to working closely with the administrative unit of residence to ensure that IEPs meet all rules and regulations and services are implemented as written. At a minimum, the facility school has policies and procedures in place to ensure the following:
    ☐ A system is in place which is not personnel dependent to document when school records are requested, received, and reviewed.
    ☐ A system to schedule and track IEP meetings, which must include consultation with the administrative unit of residence.
    ☐ A "record of access" form in the front of each paper educational file to maintain confidentiality of student records.
    ☐ Documentation that IEP meeting notification was sent to the parent/educational surrogate parent, the school district of residence, and the student (if of transition age, see definition in QS 9), as well as other interested parties.
    ☐ Verification that the most current IEP is being implemented as written, with a focus on instructional and related services. (Facilities must always follow the policies and procedures of the district of residence around IEP reviews/meetings. Different districts have different requirements around transfers and changes-of-placement.)
    ☐ If a special education student enters a facility with an out-of-date IEP, an IEP staffing, in coordination with the administrative unit of residence, must be held as soon as possible.
    ☐ Under no circumstances may a facility hold an eligibility meeting (any meeting to determine eligibility—initial or reevaluation) without full participation from the administrative unit of responsibility.
    ☐ (The administrative unit of attendance, where the facility is located, is responsible for any initials IEPs).
    ☐ The administrative unit of residence, based on where the student's parents reside, is responsible for all other IEPs, ECEA Rules 8.04(1).

☐ If the facility believes a general education student should be referred for special education evaluation, it must notify the administrative unit of attendance (responsible for Child Find) and the administrative unit of residence.
☐ IEP goals/objectives clearly inform classroom instruction.
☐ The facility Implements Transition Planning for Next Steps and Post-School Outcomes.
☐ A process must be designed and implemented to provide "periodic reports on the progress the child is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards," 34 CFR § 300.320(a)(3)(ii).
☐ The Recommended Placement in the Least Restrictive Environment page for each IEP must provide an individualized rationale for the educational placement of the student.
☐ The facility needs to document the provision of related services as described on the IEP. (Unless the provision of related services is specifically accounted for on the Tuition Cost Application, it is the responsibility of the administrative unit of residence to provide related services either directly or through contract).
☐ A Summary of Performance is completed, in coordination with the administrative unit of residence, for all special education students who exit with a regular diploma or age out.

Quality Standard #6 - The School Complies with Special Education Requirements
☐ Although not a special education requirement, each facility is required to create and implement a Personal Learning Plan (PLP) for all general education students that, at a minimum, lists individualized learning goals and objectives and is shared with the district of residence.
☐ Should there be compliance issues, the facility works closely with CDE to correct them in a timely fashion (and in all cases within one year from the date compliance was cited). The facility embraces opportunities to attend trainings around special education compliance to stay current and up-to-date.
2. Partially in Place
☐ Compliance with special education rules and regulations is sporadic and is dependent on an individual rather than systemic policies and procedures. Effective policies are in place, but are not consistently followed. The facility may not be aware of whether a student is eligible for special education. Goals/objectives may be standardized rather than individualized.
1. Below Standard
☐ The facility is not acting in a timely manner to address compliance issues. Special education students are not being identified and/or IEPs are not current and/or not being implemented.

6. The School Complies with Special Education Requirements

Examples of Documentation to verify rating:

☐ Policies/procedures around special education compliance

☐ Documentation from the administrative unit(s) of residence that the facility is authorized to initiate and conduct IEP reviews, including the annual review, 34 CFR §300.325(b).Please note that the administrative unit of residence must still be involved in any eligibility meetings.

☐ Internal quality assurance procedures to determine that facility produced IEPs meet compliance criteria

☐ Samples of procedures; i.e., tracking system to document records request, receipt, review; IEP meeting schedules; how classroom teachers are informed of IEP goals/objectives and how they provide feedback; how progress toward IEP goals/objectives is reported, etc.

☐ Efforts; i.e., phone logs, correspondence, emails, to communicate/collaborate with school districts

☐ Policies/templates/model forms for routine communication to placing agencies, school districts, parents (treatment plan updates, school progress)

☐ Corrective Action Plan, if appropriate

7. The Facility Has a Positive Climate and Culture

Rating Indicators

Quality Standard #7 - The Facility Has a Positive Climate and Culture
4. Exemplary
☐ All the criteria of #3 are met, plus the facility school staff works in collaboration with the therapeutic and milieu staff (if applicable) to assure that there is a facility wide behavior management/support system in place which is carefully coordinated between the treatment, education, and residential (if applicable) components. There is a system in place to support ongoing communication between the therapeutic and educational staff around student behaviors. There are consistent and regular systems in place to recognize the positive contributions of students and staff.
☐ (1.1)The mission and vision for student success are collaboratively developed. The school has clear goals aligned to the mission and vision. School leadership continuously communicates the vision and mission of the school and uses them to reinforce the school's commitment to student success.
☐ (1.3) Strong relationships between adults and students are evident throughout the building. Students report that teachers expect them to do their best. Students report feeling supported by school staff.
☐ (1.5) Feedback loops exist between education and therapeutic staff.
3. Securely in Place
☐ Although the school does not have to be an "official" Positive Behavior Support (PBS) site, the major components of PBS should inform the school wide and classroom behavior systems: ☐ Schoolwide expectations are clearly defined   ☐ Expectations are positively stated for all students and staff   ☐ Expectations are consistently taught by all teachers and staff   ☐ Procedures to teach expectations of students, staff, and families include opportunities to explain, model, practice, and process   ☐ Acknowledge and recognize appropriate behavior   ☐ Monitor and correct behavioral errors   ☐ Schoolwide approach to discipline for deliberate student misbehavior   ☐ A continuum of supports and interventions for increasingly challenging behavior   ☐ Procedures for monitoring and evaluating the effectiveness of behavioral interventions, using clear data, on a regular and frequent basis.
☐ Both students and staff can accurately describe, in their own words, the behavior system.
☐ All school staff participates in some type of formal crisis intervention training.
☐ There is a specific process in place to develop individual behavior support plans, as needed, and those plans are systematically implemented, coordinated, and evaluated. This must include a process to inform all facility staff of individual behavior support plans.
☐ The mission and vision for student success are collaboratively developed and are used to drive key decisions. The school has clear goals aligned to the mission and vision.
☐ (1.3) The school demonstrates a welcoming and environment. Classrooms and common areas are clean and bright. The school recognizes and celebrates students' academic performance. Staff maximizes the opportunities to get to know student better. Schoolwide structures exist to promote student engagement.
☐ (1.5)The behavior management policies have been implemented to create a safe and orderly learning environment. The school addresses the needs of students so that learning is supported with minimal obstacles or barriers. Positive rituals and routines are used to reinforce behaviors.
2. Partially in Place
☐ The behavior management system is more reactive and punitive than positive in nature and/or if there is a positive behavior management system in place, it is followed inconsistently. Individual student behavior is not systematically addressed. Staff is inconsistently trained in crisis intervention. The acuity of emergency interventions is intense and occurs frequently.
☐ (1.1) Although the mission and vision exist and are referred to, they play a limited role in anchoring school decision making and focus.

Quality Standard #7 - The Facility Has a Positive Climate and Culture
☐ (1.3) Many spaces in the school convey a sense of welcome. Some classrooms provide recognition and celebration student academic performance. Many teachers have positive relationship with their students.
☐ (1.5) Some teachers have implemented common systems to support the social emotional needs of students. The school is in the process of implementing a behavior management program.
1. Below Standard
☐ There is little or no consistent, schoolwide behavior management system. Individual student behavior management is ineffective. Staff is not systematically trained in crisis intervention. The school environment is chaotic, highly disruptive, and the safety of students and staff is regularly at risk. There is no mission and vision.
☐ (1.3) The school lacks intentional structures to promote engagement, celebrate academic performance or improve the connection of staff with students. The learning environment is unkempt or unsafe.
☐ (1.5) No behavior management policies exist at the school to promote a safe and orderly learning environment. Isolated systems exist within individual classrooms.

7. The Facility Has a Positive Climate and Culture

Examples of Documentation to verify rating:
- ☐ Policies/procedures around school/facility wide behavior management
- ☐ Evidence of training for staff regarding the philosophy/implementation of the behavior management system
- ☐ Posting of school rules in the halls, classrooms, cafeteria, rest rooms, etc.
- ☐ Evidence of training for students around positive expectations
- ☐ Examples of positive recognition of students and staff
- ☐ Policies/procedures around crisis intervention
- ☐ Certification of staff training in crisis intervention
- ☐ Policies/procedures and/or narrative notes to outline collaboration/communication between education, therapeutic, and residential staff around student behavior
- ☐ Examples of data collection/utilization to support the effectiveness of the behavior management system, which could include a review of critical incident reports, incident reports, time-out logs, point sheets, etc.
- ☐ During monitoring, students and/or staff may be asked to describe the behavior management system
- ☐ Copies of the mission and vision

8. The Facility Implements Transition Planning for Next Steps and Post-School Outcomes

Rating Indicators

Quality Standard #8 – The Facility Implements Transition Planning for Next Steps and Post-School Outcomes
4. Exemplary
☐ All the criteria of #3 are met, plus the facility school collaborates closely with the administrative unit of residence, the family, placing agencies, and other agencies, such as adult services (if applicable) to design and implement realistic and effective transition plans. Educational and therapeutic/residential staff collaborates and use the transition continuum to provide direct instruction, guided practice, and reinforcement across facility settings and, when appropriate, in the community. Whenever possible, post-discharge data is collected as one tool for evaluating the effectiveness of the transition planning process.
3. Securely in Place
☐ Transition planning begins the day a student enters the facilities (please note that these first four bullets are appropriate for students of all ages.
☐ Clearly identify discharge plans—when the student will leave, where the student will live, where the student will attend school, what role the family will play, who the decision maker is surrounding discharge.
☐ Identify the skills/knowledge that will enhance the student's success in the next setting.
☐ Teach skills and/or provide experiences that will increase the odds of success in the next setting.
☐ Develop self-advocacy/self-determination skills.
☐ For transition age students, defined in ECEA Rules 4.03(6)(d)(i) as "beginning with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP team," develop measurable post-school goals (career/employment, education/training, independent living skills) based on age-appropriate transition assessments and those goals. (Note, this is a compliance issue for special education students, best practice for general education students, and will be evaluated as part of QS 7, The School Complies with Special Education Requirements.)
☐ For transition age special education students, the post-school goals should drive everything else on the IEP so as to present a "coordinated set of activities" for attainment of the post school goals (also a special education compliance issue which will be monitored as described in QS 7, The School Complies with Special Education Requirements).
☐ All students in grades 9 or above have an account with College in CO; all students are offered an opportunity to develop a FICAP ([Facility Schools Act 4.01(4)]) or add to an existing ICAP that has been developing in student's home district.
2. Partially in Place
☐ Transition planning is inconsistent. Discharge plans are often unclear and/or standardized, rather than individualized. (It is understood that often the decision for a student to discharge is made by the placing agency, and not the facility, meaning that there are occasions when no notice is given prior to discharge.) Post-school goals are present, but they are not measurable and/or they don't coordinate with the rest of the IEP. Transition assessments are limited to interest inventories. Transition planning may be limited to either next steps or post-school goals, but seldom includes both. There is no consistent opportunity during the school day and/or in the residential setting (if applicable) to teach transition skills.
1. Below Standard
☐ There is little to no evidence of systematic transition planning.

8. The Facility implements Transition Planning for Next Steps and Post-School Outcomes

Examples of Documentation to verify rating:

☐ Policies/procedures around transition planning

☐ Evidence of attendance at CDE sponsored transition trainings

☐ Internal quality assurance procedures to verify that IEPs for transition age students meet

☐ State Performance Plan Indicator #13 (transition) requirements

☐ List of available transition assessments

☐ Evidence of collaboration with school districts, families (if applicable), and agencies (if applicable)

☐ Description of wraparound/after care services (if applicable)

☐ Course descriptions for classes that specifically address transition/independent living

☐ Identification of skills required for success in the next setting; i.e., school readiness, self-determination, self-advocacy, social skills, anger management, and a description of how those skills will be taught; i.e., in a separate school class, embedded across the curriculum, in the residential setting, via therapeutic groups, etc.

☐ Identification of work/study habits and/or competencies required for success in the next

☐ setting and to attain post-school success and a description of how those skills will be taught; i.e., in a separate school class, embedded across the curriculum, in the residential setting, via therapeutic groups, etc.

☐ Evidence of collaboration around transition between education and therapeutic/residential staff

☐ Collection and analysis of post-discharge data to help determine the effectiveness of transition planning

☐ Feedback from school districts regarding students who return to a public school

9. The Facility Implements Instructional Planning and Processes

Rating Indicators

Quality Standard #9 – The Facility Implements Instructional Planning and Process
4. Exemplary
☐ All the criteria of #3 are met, plus the facility school is working within or toward a Multi-Tiered System of Supports (MTSS) /Response to Intervention (RTI) model, which includes ongoing progress monitoring of students to determine the effectiveness of the curriculum/instruction and adjustments as required. Data is also collected and analyzed to demonstrate student academic growth and inform school wide decisions on curriculum/instruction. Problem solving team(s) meet(s) regularly to analyze data. Students exhibit a high percentage of academically engaged time. Students are able to take advantage of community resources; if students are unable to access the community, efforts are made to bring guest speakers and other community resources to the facility.
☐ (1.6) School leadership collaboratively establishes and sustains a focus on continuously improving student achievement through timely and continuous use of student data.
☐ (2.1) Teachers use protocols to guide ongoing, collaborate planning focused on daily and long-term grade level expectations.
☐ (2.2) Refinement and ongoing adjustment of instructional practices directly respond to the unique needs and strengths of all learners. Teachers are able to differentiate instruction through elements of the instructional model. The instructional model is used to promote individually tailored delivery of standards based content. School leadership ensures that common research-based instructional practices are consistently evident in all classrooms.
☐ (2.3) Instructional planning ensures equitable and challenging learning experiences that scaffold increasing depth, breadth, and cognitive complexity to prepare all students for success at the next level. 21st Century skills and tasks that incorporate higher order thinking skills are routinely incorporated into instructional planning. Planning emphasizes relevance and application of acquired knowledge and skills to real world situations.
☐ (2.4) Rigorous tasks are aligned to student need so that regardless of support needed, all students are engaged in tasks that required higher order thinking skills. Learning is personally meaningful to all students.
☐ (2.5) Assessment data is ready available to students and teachers.
☐ (2.6) Effectiveness of programming is regularly evaluated.
3. Securely in Place
☐ The facility implements the Curriculum Guide that includes scope, sequence, student friendly learning objectives, level of thinking and academic vocabulary. Curriculum and instruction is differentiated, if needed, to meet individual student needs. If academics are taught in a non-traditional fashion; i.e., service learning, outdoor/experiential education, those experiences are clearly linked to the Colorado Academic Standards. The facility school collaborates with the administrative unit of residence around credits and/or graduation requirements/diplomas. Transcripts are generated in the Student Information System. All Colorado students, grades 3-10, participate in state assessments. Students receive regular skills assessment using reading and math using the diagnostic assessment tool offered by the Office of Facility Schools.
☐ (1.6) School leadership establishes and sustains a focus on continuously improving student achievement through timely and continuous use of data. The school has process in place to monitor data. Improvement activities are purposely designed to address priorities and outcomes are monitored on an ongoing basis Resource allocation is adjusted based on results. Data is used to determine resources allocation needs.
☐ (2.1) Teachers and school leadership analyze and understand the academic standards and expectations for grade levels and/or content areas. The school uses indicators of mastery, such as evidence outcomes to describe types and levels of performance expected at each grade level and have aligned tools that allow teachers to focus on the big ideas, concepts and skills student should learn throughout the school year. Standards and grade level expectations are communicated effectively to students.
☐ (2.2) A consistent set of research based, non-negotiable practices is understood and implemented by all teachers. Instructional plans reflect elements of the instructional model. Teachers consistently incorporate an

Quality Standard #9 – The Facility Implements Instructional Planning and Process
understanding of how students learn intro instruction. The instructional model is reflected in the selection of instructional materials, classroom activities, and use of instructional technology. School leadership understands what is required to implement a rigorous cycle of teaching and learning, and guides practices for systemic implementation.
☐ (2.3) Effective planning for best first instruction ensures that equitable and challenging learning experiences, using appropriate scaffolds to allow students to access grade-level content. Teachers plan rigorous standards-aligned tasks that required students to use higher order thinking skills, and plan supports use a variety of explanations and multiple representations of concepts and ideas, connections to background knowledge, interests and learning styles and strategies to ensure students are cognitively engaged. Teachers use technology to enhance student learning. Teacher deliver lessons that ensure students' backgrounds and contextual knowledge are considered.
☐ (2.4) Teachers make adjustment to content, instructional approach, tasks, and/or instructional materials to meet students' specific needs while supporting access to grade level standards. Classroom instruction provide each student with multiple opportunities to apply background knowledge, correct misconceptions and engage in deliberate and meaningful practice as new learning is acquired. Teachers frequently monitor student access to content through checks for understanding and employ systems to monitor individual student progress. Teachers provide feedback and guidance to students, allowing them to develop understanding of their performance, improve their achievement, monitor their progress and identify goals for learning. Students receive differentiated tasks and student-specific support according to their needs, including opportunities to choose how they learn.
☐ (2.5) the school implements a system of assessments that aligns with the schools' improvement strategies and supports the work of teachers. A building-wide assessment strategy includes checking for understanding, formative assessment and curriculum based interim/summative measures that align to state standards. Teachers use student data and current performance levels when planning instruction. Teachers continually monitor and adjust instruction and content based data.
☐ (2.6) The school has a MTSS/RTI process in place to identify students for intervention and acceleration with clear criteria and protocols. The school has a variety of support available and regularly monitors profess data. Supports available are research based.
2. Partially in Place
☐ There is evidence of good teaching, but it is inconsistent and/or sporadic. Teachers tend to act independently rather than systematically follow the Curriculum Guide or Safety Net Standards. Little or no effort is made to collaborate with school districts around credits and/or graduation requirements. Little or no effort is made to intentionally engage students in state assessments. Descriptions of student progress are more anecdotal than evidence based.
☐ (1.6) School level data is collected but not effectively analyzed. Improvement strategies are identified and implemented, however a process has not been implemented that allows strategies to be monitoring in a way that lead to an adjustment in resources.
☐ (2.1) While standards serve as a reference point for teaching and learning, no processes or tools currently exist to ensure alignment of standards and expectations across grade and content areas. Teachers do not use the facility schools' Curriculum Guide.
☐ (2.2) While routines may be similar from classroom to classroom, a consistent set of research based instructional strategies has yet to be adopted by the entire school.
☐ (2.3) Although instructional planning is implemented across the school, plan tend to lack detail related to scaffolds necessary to ensure all students are able to access grade level content. Higher order thinking is inconsistently seen in classrooms. Instruction lacks alignment among standards, background knowledge, and student contextual knowledge.
☐ (2.4)Although adjustments to instructional strategies are made, they are either not made in a timely manner or not effective in moving students toward mastery. Feedback may not provide the level of specificity necessary to guide students to next steps in their learning.
☐ (2.5) Although a variety of assessment methods and strategies is available, assessment system is in place either a lack of training or a lack of alignment between the assessment and the teaching learning cycle results in assessment data not being used to inform instruction.

Quality Standard #9 – The Facility Implements Instructional Planning and Process
☐ (2.6) The school has supports for academically struggling or advanced students, but there is not a systematic method if identifying students to receive those services.
1. Below Standard
☐ There is little evidence of continuity or underlying structure to daily instruction. State assessment requirements/deadlines are not met in a timely fashion.
☐ (1.6) The school lacks a meaningful process for identifying, implementing and monitoring improvement strategies. Processes to monitor school level data do not exist.
☐ (2.1) Learning expectations for all students have not yet been identified, organized or communicated effectively to students and families.
☐ (2.2) A clearly articulated model for instruction and pedagogy does not exist.
☐ (2.3) Teachers do not plan for instructions or planning is minimal.
☐ (2.4) Minimal adjustments are made to instruction or adjustments are not made in a timely manner to support individual student understanding of concepts or mastery of skills. Individual feedback to students is minimal or does not exist.
☐ (2.5) A variety of assessment methods and strategies is not available and/or used to continuously measure student learning and inform instruction.
☐ (2.6) The school provides limited supports for students who are struggling academically or in need of acceleration.

9. The Facility Implements Instructional Planning and Processes

Examples of Documentation to verify rating:
- ☐ Course descriptions with alignment to the with Colorado Content Standard Access Skills, and/or Assessment Frameworks
- ☐ List of resources currently being implemented and verification that they are evidence based
- ☐ Sample teacher lesson plans
- ☐ Reference to professional development section for staff training specific to curriculum implementation
- ☐ List of staff professional affiliations; i.e., CEC, NCTE, NCTM
- ☐ List of academic assessments
- ☐ Samples of curriculum based measurement
- ☐ Description of student access to the community
- ☐ Description of how the community is brought to the facility
- ☐ Analysis of intake/discharge academic testing results
- ☐ Analysis of ongoing progress monitoring to determine the effectiveness of curriculum/instruction
- ☐ Evidence that data is being used to inform schoolwide and classroom decisions around curriculum/instruction
- ☐ Evidence of communication with school districts regarding credits/graduation requirements/diplomas
- ☐ Evidence of accreditation by a private agency such as the AdvancED
- ☐ During classroom observations, the amount of time that students are academically engaged is monitored

10. The Facility Encourages Input and Communication with Parents/Guardians/Educational Surrogate Parents/Stakeholders

Rating Indicators

Quality Standard #10 – The Facility Encourages Input and Communication with Parents / Guardian / Educational Surrogate Parents / Stakeholders
4. Exemplary
☐ All the criteria of #3 are met, plus the facility school provides and/or communicates opportunities parent education involvement.
☐ (4.4) The school engages community stakeholders to promote and support the school. The school has a process to respond to parent concerns. Staff and family feedback is collected and analyzed on a regular basis and used for future decision making. Multiple culturally and linguistically appropriate communication strategies support engaged communication and conversation with all stakeholders.
3. Securely in Place
☐ If a student's parental rights have been terminated or parents cannot be located, the facility school immediately contacts the administrative unit of residence and informs them that an educational surrogate parent needs to be appointed. Parents/Guardians/Educational Surrogate Parents are always invited to IEP meetings. Flexibility is provided to parents when scheduling IEP meetings. Parents/guardians are regularly sent progress reports, report cards, etc. They are invited to observe classes, if interested, and/or participate in the facility school in other ways.
☐ (1.4) The school includes parents/guardian and community members in cultivating a culture of high expectations for students' learning. The school invites family and community participation in school activities that are related to school performance goals. Educators regularly communicate with parents/guardians about students' academic and social progress and opportunities to support student learning within the home. Families are invited to participate in school activities.
☐ (4.4) The school engages community stakeholders to promote and support the school. The school has a process to respond to parent concerns. Staff and family feedback is collected and analyzed on a regular basis. A culturally and linguistically appropriate communication strategy supports engaged communication and conversation with all stakeholders.
2. Partially in Place
☐ Parents are not consistently invited to IEP meetings. Flexibility in involving parents is not always present.
☐ (1.4) The school has systems in place to communicate with parents/guardians about instructional, opportunities to support student learning within the home and students' progress.
☐ (4.4) Clear procedures and policies exist to ensure the engagement of community stakeholders.
1. Below Standard
☐ There is little evidence of continuity or underlying structure to daily instruction. State assessment requirements/deadlines are not met in a timely fashion. (1.4) The school does not have systems in place to communicate with parents/guardian about instructional programs, opportunities to support student learning within the home and students' progress.
☐ (4.4) No clear procedures or policies exist to ensure the engagement of community stakeholders to promote and support the school.

10. The Facility Encourages Input from and Communication with Parents/Guardians/Educational Surrogate Parents/Stakeholders

Examples of Documentation to verify rating:
- ☐ Evidence in Enrich that the procedural safeguards notice is distributed to parents
- ☐ Policies/procedures regarding collaboration with administrative units of residence/attendance around appointment of an Educational Surrogate Parent
- ☐ List of parent trainings made available to families
- ☐ Samples of routine parent communication
- ☐ Examples of how family involvement is encouraged around education

Self-Assessment Rating

☐ The Schedule for the Educational Program Is Comparable to a Public School

☐ The Facility Employs Appropriately Qualified Staff

☐ The Facility Employs Appropriately Qualified Paraprofessionals

☐ The Facility Employs (or Contracts) with a Special Education Director

☐ Educational Staff Participates in Ongoing Professional Development

☐ The School Complies with Special Education Requirements

☐ The Facility Has a Positive Climate and Culture

☐ The Facility implements Transition Planning for Next Steps and Post-School Outcomes

☐ The Facility Implements Instructional Planning and Processes

☐ The Facility Encourages Input from and Communication with Parents/Guardians/ Educatonal Surrogate Prents/Stakeholders

School Improvement Plan Preparation

Which of the above standards will guide your School Improvement Plan for the upcoming year?

What other sources will your facility use to guide your School Improvement Plan?

➢ Compliance issues/recommendations identified by CDE's monitoring report
➢ Accreditation (from other agencies) goals and objectives
➢ Title I goals and objectives
➢ Other