Colorado Department of Education

Office of Dropout Prevention and Student Engagement

Middle School Policies and Practices Assessment

Overview

This tool is designed to assist local education providers in assessing their policies, practices, programs and services that play a role in dropout prevention and student re-engagement. It was originally developed as a district level tool in accordance with C.R.S., 22-14-106(2) and serves as a template to collect the information as part of a district's practices assessment as outlined in Colorado Code of Regulations (CCR) 301-84 (see attachment). The National Center for School Engagement developed the original research-based tool on behalf of the Colorado Department of Education (CDE). See attached for a list of references.

The use of the tool is voluntary. It features questions that address best practices in dropout prevention, student engagement and graduation promotion. It also includes reporting on school culture and climate and asks about partnerships with state and local government agencies and community-based organizations.

This tool is comprised of five parts which are sectioned in to topic areas. Each section concludes with "*Things to Consider"* to delve deeper in identifying assets and strengths and determining areas that require action and improvement.

Completion of Practices Assessment

The results of the school level assessment should be incorporated in the Unified District Improvement Plan. . Although results of this assessment are important throughout all components of the Unified Improvement Plan, they are particularly significant for the Postsecondary and Workforce Readiness section.

DRAFT

Suggestions for Completion of this Tool:

- Who should be at the table?
  - School administrators that possess the information concerning the various components of this tool.
  - Who, at the school level, could best speak to policies, procedures and practices at all levels (K-12) related to the various topics?
- How long should we expect to spend on this tool?
  - The District Policies and Practices Assessment is meant to be completed thoughtfully over a series of meetings and conversations. Depending on how frequently the district team meets, it can be anticipated that a full self-assessment can last several months.
- How should we plan to complete this?
  - Ensure that there is a point person to coordinate the completion of the School Policies and Practices Assessment.
  - Review the Table of Contents to identify who should participate in which conversations.
  - Schedule a series of meetings to discuss the Policies and Practices Assessment. The series could follow this outline:
    - Overview of the process (all stakeholders)
    - School Data Review and Questions (identified stakeholders)
    - The ABCs of Dropout Prevention Review and Questions (identified stakeholders)
    - Student Supports Review and Questions (identified stakeholders)
    - Partnerships and Programs Review and Questions (identified stakeholders)
    - School Self-Report (identified stakeholders)
    - Summary of completed self-assessment (all stakeholders)
- What do we do with this information once we complete the School Policies and Practices Assessment?
  - The School Policies and Practices Assessment parallels the Unified Improvement Process: it looks at data to identify areas of strengths and opportunities to improve (Priority Performance Challenges). It can suggest Major Improvement Strategies and/or Action Steps. Significant findings and/or plans developed as a result of the assessment should be included in the district's Unified Improvement Plan.
  - Once the school has identified opportunities to improve, the Policies and Practices Assessment includes definitions and resources that can be used to support best practices.

DRAFT

Table of Contents

Introduction

Part I: School Data

Part II: The ABCs of Dropout Prevention
- IIA. System Supports: Staffing, Data Collection, Planning & School Climate
- IIB. Attendance
- IIC. Course Performance – Course Grading, Course Completion & Credit Accumulation
- IID. Grade Level Repetition (retention) and Remediation
- IIE. Student Behavior and Discipline

Part III: Student Supports
- IIIA. Academic Supports
- IIIB. Ethnicity, Cultural Barriers and English Language Acquisition
- IIIC. Career and Academic Planning
- IIID. Transfers, Mobility and Transition Support
- IIIE. Student Acquisition of Behavioral, Social and Emotional Skills
- IIIF. Alternative & Flexible Education Options
- IIIG. Outreach Services to Re-Engage Dropouts

Part IV: Partnerships and Programs
- IVA. Family Partnerships & Support Services
- IVB. Student Health Care Needs
- IVC. Arts Education, Enrichment and Expanded Learning Opportunities
- IVD. Coordination with Juvenile Justice System & Child Welfare

Part V: School Self Report

Glossary

Excerpt of Colorado State Board of Education - CCR 301-84: **DROPOUT PREVENTION AND STUDENT RE-ENGAGEMENT**

References

DRAFT

Introduction: School and Contact Information

Date:

School Name:

School Code:

Name & Title of person(s) completing portions of this assessment:

1.	4.
2.	5.
3.	6.

Primary Contact for follow-up:_____

DRAFT

Part I: School Data

School data is reported to CDE on an annual basis. The following table list indicators that are linked to dropout prevention through research and literature.

1. Data is available from CDE at http://schoolview.org/ and from CDHE at http://highered.colorado.gov/i3/DistrictHSSummary.aspx

Indicator	2009-10	2010-11	2011-12
a) Dropout Rate			
b) Graduation Rate (Best of 4, 5 or 6 year rate)			
c) Completion Rate (Best of 4, 5 or 6 year rate)			
d) Student Re-engagement Rate	n/a	n/a	
e) Truancy Rate			
f) Number of Habitually Truant Students			
g) Suspension Rate			
h) Expulsion Rate			
i) Student Mobility Rate			
j) % of students (6-12) participating for at least one semester in a CTE course			
k) % of Students Attempting Concurrent Enrollment Courses			
l) % of students attempting CTE Concurrent Enrollment courses			
m) % of Total Postsecondary Enrollment			
n) % Remedial Rate			

DRAFT

I. School Data: Things to Consider:

1. *What are the data trends?*
2. *What do the rates tell you?*
3. *What district plans are in place to support continuation of positive trends or address negative trends?*

Part II: The ABCs of Dropout Prevention and Student Engagement

Research identifies that attendance, behavior and course-performance (the ABCs of dropout prevention) are important indicators in identifying if a student is at-risk of dropping out. Local policies and practices related to the ABCs must be aligned to support the success of students in their ability to complete school, culminating with a high school diploma.

II A. System Supports: Staffing, Data Collection, Planning & School Climate

For each question, please select the response that best represents your district.

1. Does a person at your school have the specific responsibility to coordinate supports for students and families when there are issues in any of the following areas:
   a. Attendance - truancy, excused and unexcused absences and tardies ☐Yes ☐No ☐Other:
   b. Behavior - classroom referrals, out-of-school / in-school suspensions and expulsions ☐Yes ☐No ☐Other:
   c. Course failure(s) – including courses in sciences, social studies, reading, writing, math ☐Yes ☐No ☐Other:
   d. As applicable, describe other:

2. Does a person at your school have the specific responsibility to reduce the number of students who drop out?
   ☐Yes ☐No ☐Other (please describe)

DRAFT

2a. Does a person at your school have the specific responsibility to increase the number of students who successfully graduate?

☐ Yes ☐ No ☐ Other (please describe)

3. Does a person at your school, other than the principal, have the specific responsibility to reduce the number of students who drop out?

☐ Yes ☐ No ☐ Other (please describe)

3a. Does a person at your school, other than the principal, have the specific responsibility to increase the number of students who successfully graduate?

☐ Yes ☐ No ☐ Other (please describe)

3b. Do the designated individuals receive regular, direct support from the designated individual(s) at the district office regarding dropout reduction and increasing number of graduates?

☐ Yes ☐ No ☐ Other (please describe)

4. Does your school have a strategic plan for dropout prevention, including benchmarks to measure success?

☐ Yes ☐ Somewhat, we are currently working on this ☐ No ☐ Other (please describe)

5. Does a team regularly review school-wide student data including attendance, truancy, suspension, expulsion, failing grades, and proficiency measures?

☐ Yes ☐ No ☐ Other (please describe)

6. Does your school track student accumulation of credits?

☐ Yes ☐ Somewhat, we are currently working on this ☐ No

DRAFT

6a. Does your school identify students who are currently “off track” and “on track” to graduation?

☐ Yes ☐ Somewhat, we are currently working on this ☐ No

7. When students begin to demonstrate troubling patterns of attendance, behavior and/or academic failure, do you implement an intervention process?

☐ Yes ☐ No ☐ Other (please describe)

7a. Does a person at your school have the specific responsibility to support the intervention processes?

☐ Yes ☐ No ☐ Other (please describe)

8. When students withdraw from your school, stating their intent to pursue a GED, do you have a process to:

a) Verify that they enroll in a GED program? ☐ Yes ☐ No

b) Track their progress in a GED program? ☐ Yes ☐ No

c) Record their successful completion? ☐ Yes ☐ No

8a. Does a person at your school have the specific responsibility to support student transfer processes?

☐ Yes ☐ No ☐ Other (please describe)

9. Are personnel responsible for data reporting in your school trained to accurately use exit codes such as student transfers, withdrawal or dropout?

☐ Yes ☐ Somewhat, we are currently working on this ☐ No

DRAFT

10. Do all teachers work in teams to coordinate instruction?

☐ Yes ☐ No ☐ Other: (please describe)

11. Do all teachers work in teams to develop curricula?

☐ Yes ☐ No ☐ Other (please describe)

12. Do teachers work in teams to discuss or problem-solve for individual students?

☐ Yes ☐ No ☐ Other (please describe)

DRAFT

13. Over the past 24 months, approximately how many staff members (raw number and percentage) have participated in the following types of professional development?

	School Administrators	Teachers	Other school-based Professionals
The relationship of attendance and course failure to dropping out			
The effects of mobility on school success			
Strategies to promote student engagement and attachment			
The effects of chronic absenteeism in elementary grades			
Standards-based instruction, assessment and grading			
Effective interventions in the 9th and 10th grades			
The importance of student-teacher trust and relevance of education			
Effective partnerships with families to support student academic and social/emotional/behavior learning			

14. How often do you measure school climate in your schools? May include, but not limited to student satisfaction or student engagement surveys, TELL survey, etc.

☐ Annually ☐ Every few years ☐ Never ☐ Other (please describe)

DRAFT

Section IIA. System Supports: Staffing, Data Collection, Planning & School Climate: Things to Consider:

1. *If someone has the specific responsibility to coordinate supports for students struggling with attendance, behavior or course failure, what is his/her title? What does this responsibility entail? What other responsibilities does this individual have? How is their work integrated with supports at the school level? How does their work involve family partnerships to address supports for individual students?*
2. *If there is a team that routinely reviews school-wide student data including attendance, truancy, suspension, expulsion, failing grades, and proficiency measures, how often do they meet? What staff positions are represented on the team? Is this process tied with the UIP and Accountability processes? What does family representation on the team(s) look like (required for UIP/Accountability)?*
3. *In general, how is school-wide student data used to inform decision-making?*
4. *As a school, how do you typically respond to students who are unlikely to graduate on time but can graduate with additional time, such as a 5th year or 6th year?*
5. *What does support for school personnel look like regarding dropout reduction and increasing number of graduates?*
6. *How is your strategic plan for dropout prevention, including benchmarks to measure success, communicated to all school personnel? How is this process communicated to families and community members? What structures exist to monitor the implementation and effectiveness of this strategic plan? How often is the strategic plan reviewed and updated?*
7. *Are there school policies or procedures to support screening or early identification for potential disabilities or conditions that may lead to higher dropout rates, such as brain injury?*
8. *How is the identification of students, grades 9-12, who are currently "off track" and "on track" to graduation communicated to school personnel? To families? How is the use of this identification by school personnel supported? With families?*
9. *What does support for interventions for students "off-track to graduate" look like?*
10. *When teachers work in teams to discuss or problem-solve for individual students, how frequently do these teams include family members? How are the team conversations aligned with Multi-Tiered System of Support (MTSS/RtI) best practices?*
11. *Is professional development linked to Educator Effectiveness Teacher and Principal Effectiveness Standards that relate to dropout prevention – families, classroom success, advocacy, evidence-based instruction?*

DRAFT

12. *Are school staff aware that a brain injury sustained at any point in the child's life could be a factor in issues of attendance, behavior and academic performance? Are school staff aware of other possible life issues that could be affecting student attendance, behavior and academic performance?*

13. *How often do you measure school climate? This may include, but is not limited to student satisfaction or student engagement surveys, and the TELL survey. How is the use of the school climate data by school personnel supported?*

14. *What support systems in this section are working well?*

15. *What areas need immediate attention?*

Part II: The ABCs of Dropout Prevention and Student Engagement

IIB. Attendance

For each question, please select the response that best represents your school.

1. Does your district define chronic absences?

☐ Yes ☐ Somewhat, we are currently working on this ☐ No

1a. Does your school define chronic absences?

☐ Yes ☐ Somewhat, we are currently working on this ☐ No

**** If not defined, for purposes of this document, chronic absences are defined as students who miss more than 10% of instructional time.*

2. Are chronic absences (as defined in district policy) an issue?

☐ Yes ☐ No

3. Are teachers in your school required to take attendance?

☐ Yes ☐ No

4. At what level are you required to intervene with students and/or their families at specific levels of absence?

DRAFT

☐1 day ☐2-3 days ☐ 4-5 days ☐ 6-9 days ☐ 10 or more days

5. Does a person at your school have the specific responsibility to support schools with attendance interventions?

☐Yes ☐No ☐Other (please describe)

6. In your school, how often are the following activities implemented to address repeated absences, both excused and unexcused:

Intervention	**1 – Frequently** **2 - Sometimes** **3 – Rarely** **4- Never - Activities are not in place**	
School Level and Type of Absence	Unexcused Absence	Excused Absence
a. Automated phone call home		
b. Automated e-mail to parent		
c. Live phone call to parent/guardian(s)		
d. Letter to parent/guardian(s		
e. Face-to face meeting with family		
f. Individual attendance plans		
g. Intervention with child		
h. Intervention with family		
i. Referral to truancy reduction program		

DRAFT

j. Referral to county social services to pursue educational neglect		

7. If your middle school has an open campus, are there effective procedures in place to ensure that students are monitored leaving campus and that students return to campus when they are supposed to?

☐ Yes ☐ No ☐ N/A no open campuses

8. In your school, do students lose credit in a class when a specified threshold of unexcused absence is reached in that class (regardless of their graded work)?

☐ Yes, by policy ☐ Varies by teacher ☐ No

9. In your school, do students receive an "F" in a class when a specified threshold of unexcused absence is reached in that class (regardless of their graded work)?

☐ Yes, by policy ☐ Varies by teacher ☐ No

10. Can students make up classroom work and missing homework due to an EXCUSED absence?

☐ Yes, per policy ☐ No, per policy ☐ Varies, teachers decide

11. Can students make up classroom work and missing homework due to an UNEXCUSED absence?

☐ Yes, per policy ☐ No, per policy ☐ Varies, teachers decide

12. Is there a written policy or procedure regarding students remaining enrolled in the school or being withdrawn after a number of days of non-attendance and non-communication?

☐ Yes ☐ No ☐ Other (please describe)

DRAFT

IIB. Attendance: Things to Consider

1. *What does preventative, two-way communication with families look like about the importance of attendance and how families and schools will work together around attendance?*
2. *What is the process for developing individual attendance plans for students who are habitually truant? At a minimum, are plans/contracts developed, monitored and reviewed/revised by students, parents/guardians, teachers and school administrators?*
3. *If students lose credit or receive an "F", are there opportunities to regain the credit or remediate the grade? If so, are these students immediately informed of or referred to a process to regain the credit or remediate the grade?*
4. *What constitutes an excused or unexcused absence?*
5. *What are the school attendance patterns? Periods of high attendance? Periods of low attendance?*
6. *Does a person at the school level have the specific responsibility to support schools with attendance interventions? If so, what does this support look like?*
7. *How are teachers trained and supported in reaching out to families and students in problem-solving around attendance?*
8. *Does the school have a tiered approach to attendance interventions? What does this approach look like? How is this approach communicated to school level employees? How is this approach monitored to determine effectiveness?*
9. *How is the policy or procedure regarding students remaining enrolled in the school or being withdrawn after a number of days of non-attendance and non-communication communicated to school personnel overseeing enrollment? How often is this policy or procedure followed? How often is this policy waived?*
10. *How are students supported academically that have been absent due to suspension(s) or expulsion? How are these absences treated in terms of attendance? What academic interventions do these students receive regarding missed work during the suspension(s) or expulsion?*
11. *What could be done to improve attendance?*
12. *What is working well to support good attendance in all grade levels? How can these supports be strengthened or enhanced?*
13. *What, if any, district policies need to be updated to reflect revisions in state statute?*

Notes:

DRAFT

C.R.S. 22-33-107 states that the board of education of each school district shall designate one or more of the employees of the district to act as attendance officer for the district, or in cooperation with any court of record in the county, the probation officer of that court may be appointed the attendance officer. It is the attendance officer's duty in appropriate cases to counsel with students and parents and investigate the causes of nonattendance and report to the local board of education.

C.R.S. 22-33-107(3)(b) states that school districts must adopt and implement policies and procedures concerning children who are habitually truant. The policies and procedures shall include provisions for development of a plan based on the reasons for the truancy and, when practicable, must be developed with parents/guardians. The plan shall be developed with the goal of assisting the child to remain in school.

C.R.S. 22-33-107 (4) On or before September 15, 2010, and on or before September 15 each year thereafter, the board of education of each school district shall report to the department of education the number of students identified as habitually truant, as defined in paragraph (a) of subsection (3) of this section, for the preceding academic year. The department shall post this information for each school district on its web site for the public to access and may post additional information reported by school districts related to truancy.

As of 2009, C.R.S 22-33-104(4)(a) no longer states that penalties for nonattendance due to unexcused absence may include the imposition of academic penalty for classes missed while unexcused.

C.R.S. 22-33-108 states that the initiation of court proceedings against a truant minor to compel compliance with the compulsory attendance statute shall be initiated by a school district as a last-resort approach, to be used only after the school district has attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action and the risk of detention orders against a child or parent.

DRAFT

Part II: The ABCs of Dropout Prevention and Student Engagement

IIC. Course Performance - Course Grading, Course Completion & Credit Accumulation

Please select the response that best represents your school.

1. Are policies and procedures in place and in practice to intervene with a student **failing any course before the end of the course?**

☐ Yes ☐ Partially in place but need to improve ☐ No

2. If classroom work and missing homework are turned in late, is there a policy as to what level of credit or letter grade students can receive for the work?

☐ Yes ☐ No, this is a teacher decision

3. Can teachers in your school give an "Incomplete" for a course rather than an "F"?

☐ Yes, our teachers frequently do this ☐ Yes, but our teachers rarely do this ☐ No

4. What credit recovery options are available to your students? (check all that apply)

☐ Summer school ☐ After school credit recovery program

☐ In-school credit recovery program ☐ Retake the class that was failed ☐ Other (Please describe)

5. Can students earn partial credit for courses?

☐ Yes, this is standard practice in our middle school ☐ Sometimes, but only in special cases

☐ Never

DRAFT

6. If your school uses an online grade and attendance posting program such as Infinite Campus or Power School, are teachers required to update it at specific intervals? (every week, every two weeks etc.)

☐ Not applicable/No online grade and attendance program ☐ Yes ☐ No

IIC. Course Performance: Things to Consider

1. *What training do teachers receive to set up systems for grading and attendance tracking? Is this training part of their orientations?*
2. *What is the district guidance on grading policies? How often are these policies reviewed?*
3. *What policies and procedures are in place and in practice regarding intervention with a student failing any course before that course period ends? Do policies and procedures align with MTSS (RtI) best practices, including screening, interventions, teaming, partnering with families, and progress monitoring?*
4. *What early intervention processes are in place for classroom teachers to partner with students and families when work is missing? Is there written documentation (policy or procedure) guiding these early intervention processes?*
5. *Are grading policies in need of revisions to better support the attainment of credits and/or course completion, especially for students who have attendance and/or behavior issues? What elements could be improved? What are the barriers in revising policies? What/how is data used in decision-making for continuous improvement?*
6. *How does the school support the use of best practices and effective strategies in determining grades, course remediation and credit recovery?*
7. *If your school uses an online line grade and attendance posting program, does every family and student have access? How does the school support training for families in how to use the online system?*

DRAFT

Part II: The ABCs of Dropout Prevention and Student Engagement

IID. Grade Level Repetition (retention) and Remediation

1. In your school, how often do you retain students in order to repeat their grade level?

☐ Frequently ☐ Sometimes ☐ Rarely ☐ Never

2. In your school, if a student is promoted to the next grade although they are below proficiency, are remedial academic supports automatically put in place for that student?

☐ Yes ☐ Sometimes but it is not automatic ☐ No

3. How many repeat 8th graders do you have in your districts current school year right now?_____

IIID. Grade Level Repetition (retention) and Remediation: Things to Consider

1) *How are families involved in the decision-making process around retention and academic support planning?*
2) *Are school personnel aware of the research relating grade retention to increased dropout risk?*
3) *How many students that were retained last year made sufficient academic progress to be on grade level this year? What data has verified that academic progress? How often do schools look at academic progress specifically for students who were retained?*
4) *If a student is retained, what remedial academic supports are provided?*
5) *Are adequate interventions in place to address remediation?*
6) *What policies in this area need revision to better support students*?

Part II: The ABCs of Dropout Prevention and Student Engagement

IIE. Student Behavior and Discipline

For each question, please select the response that best represents your school.

DRAFT

1. In your school, how often do students receive **out-of-school and in-school suspensions for** the following offenses?

Offense	**1 – Frequently** **2 - Sometimes** **3 – Rarely** **4- Never** **5.- N/A - in school suspension is not available**	
Type of Suspension	Out-of-School	In -School
a) Truancy		
b) Habitual Disruption		
c) Physical harm to student/ staff		
d) Threat to harm student/staff		
e) Vulgarity		
f) Being rude /insubordination		
g) Dress code violations		
h) Failure to complete assignments		
i) Drug/Alcohol/Tobacco		

2. If you offer in-school suspension, are students required to work on assignments during this time?

☐Yes ☐No ☐Other (please describe)

3. How often does your school conduct an assessment of minority over-representation in disciplinary actions?

DRAFT

☐ We do this annually ☐ We do this every other year ☐ We have not done this in years ☐ We have never done this

IIE. Student Behavior and Discipline: Things to Consider

1. *Are policies and procedures for student conduct and discipline reviewed and/or updated every three years at a minimum? How do students, families and community cultural groups provide input on behavioral policies and/or procedures? When did you last review/update your student conduct and discipline policies? Month/Year_____*
2. *Does your school examine trends for students with repeat suspensions? How is this process aligned with best practices for MTSS (RtI)? What alternatives exist for students facing a possible suspension? What determines 'success' after done with suspension?*
3. *Does your school examine trends for students with repeat expulsions? How is this process aligned with best practices for MTSS (RtI)? What alternatives exist for students facing a possible expulsion? What education options are available for expelled students in your district? How do expelled students access these options? Are these educational options for expelled students monitored for quality and compliance? What determines 'success' after a student fulfills the expulsion obligation?*
4. *In reviewing your school's safety and discipline incidence reports, what offenses are most likely to result in expulsion? What are the trends?*
5. *State statute C.R.S. 22-33-106(1)(c.5)(I) no longer mandates districts to expel a habitually disruptive student. Does your policy mandate expulsion of students identified as habitually disruptive?*
6. *State statute C.R.S. 22-33-104(4)(a) no longer mandates that suspensions and expulsions be considered unexcused absences for purposes of a student attendance policy. Are absences due to suspension and expulsion considered excused in your attendance policy?*
7. *State statute C.R.S. 22-32-109.1 increases the discretion of school administrators and school district boards of education around student suspensions and expulsions. The only circumstances under which expulsion remains mandatory are those that involve a student who is found to have brought a firearm to school or possessed a firearm at school. Each school district is encouraged to consider each of many specific factors before suspending or expelling a student, including the student's age, the student's disciplinary history, whether the student has a disability, the seriousness of the student's violation, whether the student's violation threatened the safety of any student or staff member, and whether a lesser intervention would properly address the student's violation. Has your policy been updated to reflect consideration of student factors in deciding whether or not to suspend or expel a*

DRAFT

student? How has the updated policy been communicated to school level employees? How are you monitoring the implementation of the updated policy? What additional supports do you need to fully implement the updated policy? What additional supports do you need to support student behavior change?

8. *If you offer in-school suspension, are students required to work on assignments during this time? Are those assignment aligned to each student's grade level and/or current academic level?*
9. *How often does your school support educators (teachers and educators in charge of discipline) with cultural proficiency regarding behavior? What does this support look like? How do you monitor cultural proficiency skills with classroom level behavior expectations and management? How are educators supported in working with families in a culturally proficient manner to address behavioral issues?*
10. *How is your school utilizing School Resource Officers? Are expectations in place for SROs to work towards prevention as well as reactive services? How are these expectations communicated to school level employees? How are these expectations supported at the school level?*
11. *Are school policies effective in addressing safety and discipline issues? What is working? What revisions are needed?*
12. *What training or guidance do school personnel receive to ensure that safety and discipline policies are consistently applied, including bullying legislation (HB 1254), safe school plan, conduct and discipline code, including required behavior plans and family notification after classroom release requirements (CRS 22-32-109.1)?*

Notes:

S.B. 09-237 Grounds for suspension or expulsion - firearm facsimile - authorization policy. Permits, rather than requires, a school district to suspend or expel a student for carrying, using, actively displaying, or threatening the use of a firearm facsimile. Requires school districts to develop a policy that authorizes students to bring a firearm facsimile to school for a school-related or nonschool-related activity. Requires the policy to allow the discipline to be determined on a case-by-case basis.

H.B. 11-1254 Measures to reduce the frequency of bullying in schools. Creates the school bullying prevention and education grant program. Creates the school bullying prevention and education board. Requires each local school district board of education's (including charter schools) bullying policy to include a requirement that the administration of each school shall maintain a record of each confirmed incident of bullying that occurs in the school. Requires dress code policy of each local board to encourage school pride and unity and promote uniformity of dress. Requires each principal to report specific information concerning incidents of bullying that occurred at the school during the preceding school year. Requires each board of education to ensure that each teacher receives professional development training at least every two years

DRAFT

concerning how to prevent and address instances of bullying. Requires each school to annually survey each student concerning the student's impressions of severity of bullying. Requires principal to report annually summary information concerning the surveys.

CRS 22-32-109.1, Section 2.a.B Safe School Plan – Conduct and Discipline Code. General policies and procedures for dealing with students who cause a disruption on school grounds, in a school vehicle, or at a school activity or sanctioned event, including a specific policy allowing a teacher to remove a disruptive student from his or her classroom. The policy shall state that, upon the third such removal from a teacher's class, the teacher may remove the disruptive student from the teacher's class for the remainder of the term of the class; except that a disruptive student shall not be removed from a teacher's class for the remainder of the term of the class unless the principal of the student's school or his or her designee has developed and implemented a behavior plan for the student. A behavior plan may be developed after the first such removal from class and shall be developed after the second removal from class. The general policies and procedures shall include a due process procedure, which at a minimum shall require that, as soon as possible after a removal, the teacher or the school principal shall contact the parent or legal guardian of the student to request his or her attendance at a student-teacher conference regarding the removal. Any policy or procedure adopted shall comply with applicable federal and state laws, including but not limited to laws regarding students with disabilities.

DRAFT

PART III. Student Supports

IIIA. Academic Supports

Please select the response that best represents your school.

1. Do students have at least one period per day where they can do out-of-class work and have access to teachers for help during that time?

☐ Yes ☐ No ☐ Other (please describe)

2. If tutoring is available, at what times can students access these services? (check all that apply)

☐ During the school day ☐ During lunch ☐ On Saturdays

☐ After school ☐ Before School ☐ By appointment only

☐ Not applicable/No tutoring

111A. Academic Supports: Things to Consider

1) *Is tutoring provided for students who are struggling academically?*
2) *How do you assess your tutoring needs and effectiveness?*
3) *How are students supported and encouraged to utilize academic supports available to them?*
4) *Is there two-way communication with families about supports available and how families can team at home?*

DRAFT

PART III. Student Supports

IIIB. Ethnicity, Cultural Barriers and English Language Acquisition

1. Does your district provide specific data and/or technical assistance to your school about your English Language Learners (ELL) in order to drive decision-making at the school building level?

☐ Yes ☐ No ☐ Other (please describe)

2. Is your school **required** to take an evidence-based approach toward English language acquisition?

☐ Yes ☐ No ☐ Other (please describe)

3. Does your school have policies or procedures that classroom teachers must follow regarding reasonable accommodation for ELL students such as extended time, take-home tests, tutoring support etc.?

☐ Yes ☐ No ☐ Other (please describe)

4. Does your school offer newcomer classes for immigrant students?

☐ Yes ☐ No ☐ Other (please describe)

5. Are translation services easily accessible for school functions, parent-teacher conferences, parent meetings with school counselors etc.?

☐ Yes ☐ No ☐ The student usually interprets so there is little need for this

6. Which of the following instructional practices are used routinely at the classroom level by teachers in your school? (check all that apply)

☐ Scaffolding ☐ Graphic displays and organizers ☐ Modeling & Sequencing

☐ Small group learning ☐ Peer Processing techniques e.g. “think aloud” or “pair and share” activities

DRAFT

7. In your school, how likely is it that **all teaching staff with ELL students** participate in professional development that directly supports the success of English language learners?

☐ Very likely ☐ Somewhat likely ☐ Not likely ☐ Other (please describe)

IIIB. Ethnicity, Cultural Barriers and English Language Acquisition: Things to Consider

1. *If schools in your district are required to take an evidence-based approach toward English language acquisition, how is this monitored to ensure compliance?*
2. *If your district has policies or procedures that classroom teachers must follow regarding reasonable accommodation for ELL students such as extended time, take-home tests, tutoring support etc., how is this monitored to ensure compliance?*
3. *If translation services are accessible for school functions, parent-teacher conferences, parent meetings with school counselors etc., how are these services communicated to school level educators?*
4. *How is English language learning professional development monitored for effectiveness?*
5. *How is cultural proficiency promoted and supported with school level educators who work with ELL students?*

DRAFT

PART III. Student Supports

IIIC. Career and Academic Planning

1. Are school personnel aware that all students are required to have Individual Career and Academic Plans (ICAP)?

   ☐ Very aware ☐ Somewhat aware ☐ Not aware of this

2. Are school personnel aware that ICAPs are required to address a student's progress in visual and/or performing arts if applicable to that student?

   ☐ Very aware ☐ Somewhat aware ☐ Not aware of this

3. Does a person at your school have the specific responsibility to support the effective implementation of ICAPs?

   ☐ Yes ☐ No ☐ Other (please describe)

4. Do your ICAP expectations include:

	Yes	Somewhat	No
Academic goals and planning, including school transitions			
Career exploration and goals			
Postsecondary exploration and goals			
Financial Literacy skills			
Active family participation and teaming			

5. Does your school measure ICAP implementation?

DRAFT

☐Yes ☐No ☐Other_____

6. Does your school measure student-level ICAP completion?

   ☐Yes ☐No ☐Other_____

IIIC. Career and Academic Planning: Things to Consider

1. *Are school personnel aware that the ICAP is to be developed by "the student and the student's parent or legal guardian in collaboration with school counselors, school administrators, school personnel and/or approved post-secondary service providers"?*
2. *What does family involvement with students' ICAPs look like in your district? How have your school's ICAP expectations been communicated to all families? How is family involvement in the ICAP process monitored and measured?*
3. *Have school personnel had discussions about the elements of a high-quality ICAP that could be used as an effective student engagement tool?*
4. *How are classroom teachers involved in the ICAP process? How do teachers integrate students' ICAP information in their regular classroom instruction?*
5. *Are ICAPs used as a tool to promote student engagement? Are ICAPs used to promote vertical school transitions (i.e. – 8th to 9th grade)?*
6. *What level of collaboration has occurred to align expectations and implementation between the ICAP, transition IEP and ALP (Advanced Learning Plan)?*
7. *How have your district's ICAP expectations been communicated to all school personnel?*
8. *What does school support of effective implementation of ICAPs look like?*

DRAFT

PART III. Student Supports

IIID. Transfers, Mobility and Transition Support

1. How many students enrolled in your district last year between October 15th and May 30? _____

2. When a student leaves your school, is there a uniform process for verifying that the student has enrolled in another school?

☐ Yes, we verify enrollment elsewhere before coding students as "transfer"

☐ No

☐ Other(please describe)

3. Is training offered for school personnel responsible for processing and verifying student transfer, enrollment and the receipt/request of student records?

☐ Yes, ☐ No, this is not something we do ☐ Other(please describe)

3a. Is training offered for school personnel responsible for evaluating newly enrolled secondary students' records (transcripts) for purposes of course placement and determination of progress towards graduation requirements?

☐ Yes ☐ No ☐ Other (please describe)

4. Can students who enroll in your middle school mid-year or mid-course earn credit for demonstrating mastery of the course material?

☐ Yes ☐ No

5.Do you have a plan to address your district's mobility rate?

☐ Yes ☐ Somewhat, we are working on this issue now ☐ No

DRAFT

6. Does your school have specialized transition supports such as: (Check all that apply)

- ☐ 6th Grade Academy
- ☐ 6th Grade Seminar
- ☐ 6th Grade Advisement
- ☐ Summer Orientation
- ☐ Academic Support Classes
- ☐ Other (please describe)
- ☐ New Student Buddy System, or similar program

IIID. Transfer, Mobility and Transition Support: Things to Consider

1. *Does mid-year enrollment of new students impact your school? If so, what is contributing to the high number of mid-year enrollments in your school?*
2. *When a student and/or family member informs your school that the student will be withdrawing, is there a written policy or procedure regarding the process that the school should follow? How does your school ensure that families have the information and knowledge to support the student with a school transfer, including school records, the impact of a transfer on school success, and student options for special circumstances (including homelessness, foster care issues, etc.)?*
3. *Does your school track students with special needs (including students with health issues, such as brain injury) who transfer to a different school district? Is the student information recorded and passed on to the new school? How is communication facilitated with the new school to ensure the student's needs are clearly understood?*
4. *When a student transfers from another school during the school year, what is done within the first two weeks of that student's enrollment to assess the most beneficial and appropriate course selection and what supports or supplemental services (if any) are needed? What specific assessment tools are used? What processes are in place?*
5. *What can be done in your school to support a positive transition for students that enroll after the start of the school year?*
6. *How is cultural proficiency promoted and supported for all school level employees who work with students and families in transition?*

PART III. Student Supports

IIIE. Student Acquisition of Behavioral, Social and Emotional Skills

DRAFT

1. Are positive interventions (not just punitive consequences) routinely used for students with attendance, behavior and academic problems, such as goal-setting, incentives, individual problem-solving, individual learning plans, student-family contracts, mentors or individual advisory?

☐Frequently ☐ Sometimes ☐Rarely ☐Never

7. Does your school currently implement Positive Behavior Interventions and Supports (PBIS)? Yes/No_____

IIIE. Student Acquisition of Behavioral, Social and Emotional Skills: Things to Consider

1. Is there special attention being paid to the growing concern of bullying and harassment of gay, lesbian, bi-sexual and transgendered students and special populations such as special education students, students of low economic status, homeless, etc.)?

2. How is bullying being addressed?

3. Emotional and Social Wellness standards are included in the Colorado Academic Standards (Comprehensive Health and Physical Education). It is recommended that schools develop steering committees to plan and oversee Social Emotional Learning efforts. Is there an individual at your school that supports these efforts? How are these expectations communicated to and supported at the school personnel?

PART III. Student Supports

IIIF. Alternative & Flexible Education Options

1. Are alternative educational options or multiple pathways available for your students in your school and/or district?

Multiple pathways are defined as a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include Career Technical Education Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools.

DRAFT

☐ Yes ☐ No

2. Can students earn credit toward graduation through online learning mechanisms?

☐ Yes, for all classes ☐ Yes, but only for a few classes ☐ No

3. In your school, are students struggling with attendance, behavior or academics advised to seek a GED? (Check all that apply)

a) ☐ Never as long as they are still enrolled
b) ☐ Sometimes, if they are persistently disruptive
c) ☐ Sometimes, if they need to work
d) ☐ Sometimes, if they struggle academically
e) ☐ Sometimes, if they are unable to change their attendance patterns after repeated interventions
f) ☐ Sometimes, if they have already attempted other alternative educational options.
g) ☐ Sometimes, if they are significantly overage and undercredit.
h) ☐ No

3a. Is there a written policy or procedure to address how and when to advise students to seek a GED?

☐ Yes ☐ No ☐ Other_____

4. Are high school students in your district able to arrange classes to accommodate jobs?

☐ Yes ☐ Yes but not often ☐ No

5. Do you have a concurrent enrollment program that allows students to earn high school and college credit?

☐ Yes ☐ No ☐ Other_____

DRAFT

6. Is there a written policy or procedure regarding eligibility and enrollment requirements for students interested in concurrent enrollment? ☐Yes ☐No

7. Has the Title IX Contact at your district been reviewed or updated within the past year?

   ☐Yes ☐No ☐Other_____

8. Was the Title IX policy reviewed and updated within the past year?

   ☐Yes ☐No ☐Other_____

9. In your district, are pregnant students and/or young parents encouraged to: (check all that apply)

   a) ☐Continue attending school where they are enrolled

   b) ☐Enroll in an alternative educational setting (not online)

   c) ☐ Enroll in an online or virtual school

   d) ☐Seek a GED

   e) ☐Other (please describe)

10. Is there a written policy or procedure to address how to advise pregnant and/or parenting young adults?

    ☐Yes ☐No ☐Other_____

11. In your district high school(s), are students allowed to take a partial course load due to life circumstances?

    ☐Yes ☐No ☐Other_____

12. In your district, are high school students allowed to arrive late or leave early to take care of younger siblings?

    ☐Yes ☐No ☐Other_____

13. Which of the following are the most likely responses at the school building level to a student under 17 who indicates an intention to drop out of school? (Check all that apply.)

   a) ☐Provide information about or referral to alternative schools in the district

   b) ☐Counsel the student to take advantage of flexible options within the school to remove barriers

DRAFT

c) ☐ Begin actively and strategically re-engaging the student, using multiple strategies

d) ☐ Counsel the student about the legal requirement to attend school

e) ☐ Warn the student that legal action will be taken

f) ☐ Set a meeting with the student's parent or guardian to discuss the situation

g) ☐ Other (please describe)

14. Which of the following are the most likely responses at the school building level to a 17-year-old student who indicates an intention to drop out of school? (Check all that apply.)

a) ☐ Provide information about or referral to alternative schools in the district

b) ☐ Counsel the student to take advantage of flexible options within the school to remove barriers

c) ☐ Begin actively and strategically re-engaging the student, using multiple strategies

d) ☐ Counsel the student to seek a GED

e) ☐ Counsel the student about community college options and earning dual credit

f) ☐ Counsel the student about the financial implications of not earning a high school diploma

g) ☐ Set a meeting with the student's parent or guardian to discuss the situation

h) ☐ Other (please describe)

IIIF. Alternative & Flexible Education Options: Things to Consider

1) *Are alternative options in your district adequate to meet the needs of students who would benefit from them? How are these options communicated to students, families and schools? How are families involved in the decision-making and planning for students?*

2) *In your district, are pregnant or parenting students referred to supportive services in the community? Are community resources adequate to meet the needs of these students?*

3) *Do parenting students have access to childcare at any school in your district? Is there child care located near your high school(s)? Is it affordable? Is transportation required?*

4) *What is involved in accessing online learning mechanisms? Is there a fee? Is there an assessment? Is there a registration process?*

5) *Are alternative educational options available for ALL students? What are the limitations for these programs (age, grade, geographic location, special circumstances such as pregnancy or homelessness, etc.)?*

6) *If there is a written policy or procedure addressing how and when to advise students to seek a GED, how often is this policy or procedure actively followed? How often is this policy waived? Is this policy or procedure informed by best practices with a full understanding of student chance of success in GED testing, for example, in consideration of student's current academic achievement level?*

7) *Do you have a concurrent enrollment program that allows students to earn high school and college credit? If so, is the concurrent enrollment program an option for ALL students? What are the limitations for this program beyond the state requirements (only certain schools, only for students with transportation, etc.)? Is the student's or family's ability to pay for additional fees and expenses considered in advising students to participate in CE? Are students who participate in CE concurrently given financial literacy support and instruction? Are individual student situations considered when advising students to participate in CE? Are these procedures written out for the district? How are these expectations communicated to school level employees?*

8) *How often is the policy or procedure addressing how to advise pregnant and/or parenting young adults followed? How often is this policy waived?*

9) *How is cultural proficiency promoted and supported with all school level personnel that work with students needing additional supports?*

DRAFT

PART III. Student Supports

IIIG. Outreach Services to Re-Engage Dropouts

1. Does a person at the district level have the specific responsibility to contact students who have dropped out and work with the student to get them back in school?

☐ Yes ☐ No ☐ Other_____

2. What is the most likely district response to a dropout who wants to return but lacks at least one full year of credit to graduate?

a) ☐ Enroll immediately
b) ☐ Enroll at beginning of the next semester
c) ☐ Assess the challenges the student is likely to face, then notify the student of your decision
d) ☐ Place student on a waiting list for an alternative setting that would be a "fit"
e) ☐ Enroll immediately in online credit recovery and wait for an alternative education seat to open up
f) ☐ Other (please describe)

3. When dropouts return to a mainstream or alternative setting within the district, is a person specifically responsible for tracking their progress and checking in with them regularly?

☐ Yes ☐ In some cases, but not routinely ☐ No

4. Does your district offer options for recovering credit that are immediately available for dropouts returning to school who need less than one year of credits to graduate?

☐ Yes ☐ No ☐ Other: (please described)

DRAFT

IIIG. Outreach Services to Re-Engage Dropouts: Things to Consider

1) *When a student drops out of a high school in your district, what is the process to follow up? Is it routine practice to record the student as a dropout into the system within 3 days?*
2) *How are staff notified when students drop out? How is this information communicated to families?*
3) *Does your district currently offers alternative educational options that are a good fit for students returning to school after dropping out? If not, what is missing*?
4) *When dropouts return to a mainstream or alternative setting within the district, what does family communication and planning look like to support the student?*
5) *Is there a written policy or procedure regarding students graduating with a minimum number of credits obtained through your district? Through individual schools? Through correspondence or online schools that are outside of your district? How is this policy or procedure communicated to school personnel? How often is this written policy or procedure followed? How often is this policy waived?*
6) *How is cultural proficiency promoted and supported for all personnel who work with students needing additional supports?*

DRAFT

Part IV: Partnerships and Programs

IVA. Family Partnerships & Support Services

1. To what level is your school involved in the following types of family engagement? Please select the answer that best describes the level of activity in each area.

National Standards for Family-School Partnerships ***Mandated by State Advisory Council for Parent Involvement in Education (SACPIE) and endorsed by CDE***	**Level of Activity** 1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4 - Frequently occurs
Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.	1 2 3 4
Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.	1 2 3 4
Standard 3: Supporting student success—Families and school staff continuously collaborate to support students' learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.	1 2 3 4
Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.	1 2 3 4
Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices, and programs.	1 2 3 4
Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation.	1 2 3 4

DRAFT

2. In your school, how likely is it that individual student plans addressing attendance, behavior or academics are developed and implemented with families as equal partners, and involve a component with the student's family to ensure that plans are being supported at home?

☐ Always ☐ Likely ☐ Not very likely ☐ Depends on the school

3. . How likely is it that someone from the school meets with parents of any student planning to drop out before the decision is finalized and the student is coded as a dropout?

☐ Always ☐ Likely ☐ Not very likely ☐ Depends on the school

4. Is there a person who has the specific responsibility to support family involvement at the school level?

☐ Yes ☐ No ☐ Other: (please described)

5. In your school, is family involvement recorded and/or measured? ☐ Yes ☐ No ☐ Other: (please described)

DRAFT

IVA. Family Involvement & Support Services: Things to Consider

1. *What methods are used the most frequently to inform parents about grades, homework, class expectations and missing work (e.g. parent-teacher conferences, mid-term grade reports, online system such as Infinite Campus or Power School, class expectation contracts signed by parents & students, regular email with parents, school outreach personnel)*
2. *Do you send information to multiple parents/guardians in the case of split households?*
3. *What can be done to strengthen family involvement?*
4. *What strategies are working to engage families?*
5. *Are there strategies used to support students and families during difficult life circumstances? How do school staff know about difficult life circumstances that students are experiencing? Is there a team or individual that coordinates or tracks support for these students?*
6. *HB 13-193 requires each district to have a Family Partnership Contact or Liaison. How has your district's Family Partnership Liaison supported family engagement at the district level? What does support for family involvement from the district to the school level look like?*
7. *How are families educated about dropout risks and supported in teaming with schools?*
6. *Is family engagement or partnerships recorded and/or measured consistently among all schools? How are best practices promoted and supported regarding recording and/or measuring of family involvement?*
7. *In your school, is there a common understanding of parent and family involvement and engagement? How are culturally responsive parent and family involvement and engagement practices promoted and supported?*

DRAFT

Part IV: Partnerships and Programs

IVB. Student Health Care Needs

1. Do you have a school based health center?

☐ Yes ☐ No ☐ Pending, one is planned

2. Is there at least one staff person in your school who is specifically responsible for referring students to physical, mental, dental and social service providers?

☐ Yes ☐ No

IVB. Student Health Care: Things to Consider:

1) *In your school, are student's health needs met adequately by the community resources available to them?*
2) *If a student is repeatedly absent due to health problems, how is that addressed?*
3) *How are school nurses involved in addressing barriers to learning?*
4) *How are school counselors, school psychologists and school social workers supported in implementing best practices that meet students' mental and social/emotional needs to address barriers to learning? Who is involved in determining which best practices should be followed? What evidence is used to define a 'best practice'?*
5) *What percentage of time of that position(s) is spent on referring students to physical, mental, dental and social service providers? Is there a need to increase this percentage? Maintain the percentage? Decrease the percentage? What evidence was used to make this decision?*
6) *How is cultural proficiency promoted and supported with school employees who work with students on their health needs?*
7) *How are families involved in addressing student health care needs, particularly with older students?*

DRAFT

Part IV: Partnerships and Programs

IVC. Arts Education, Enrichment and Expanded Learning Opportunities

1. Are the appropriate personnel at the school level informed about the passage of recent legislation (HB-10-1273) regarding visual and performing arts education in all Colorado public schools?

☐ Yes ☐ No ☐ We would like more information about this

☐ Other: (please describe)

Note: SECTION 8. 22-7-1013 (1) (b), Colorado Revised Statutes, is amended to read: 22-7-1013. Local education provider - preschool through elementary and secondary education standards - adoption. (1) (b) In revising its preschool through elementary and secondary education standards, each local education provider shall ensure that it adopts standards, at a minimum, in those subject matter areas that are included in the state preschool through elementary and secondary education standards, including but not limited to English language competency AND VISUAL ARTS AND PERFORMING ARTS EDUCATION.

DRAFT

2. Which courses in VISUAL ARTS are currently offered in your district?

Visual Art Courses	Not currently, but was offered last year	Yes, this is currently offered	This course will be offered next year
Drawing			
Painting			
Ceramic Arts			
Sculpture			
Photography			
Graphic Arts			
Printmaking			
Media Arts			
Textiles			
Jewelry			
Fine Woodworking			
Glass Arts			
Electronic or Digital Design			

DRAFT

3. Which courses in PERFORMING ARTS are currently offered in your school?

Performing Art Courses	Not currently, but was offered last year	Yes, this is currently offered	This course will be offered next year
Dance			
Music			
Theater			
Digital or Electronic Productions			

4. What core classes such as math, language arts, social studies and science are available during the summer?

Core Course	Was available last summer	Will be available this coming summer	Not available in the summer
Math			
Writing			
Science			

DRAFT

Reading			

5. In your school, is a "late bus" or other transportation provided to students who want to participate in after school activities?

☐ Yes ☐ No ☐ Varies

6. Are buildings open during non-school hours for after school programming and other extra-curricular activities?

☐ Yes ☐ No ☐ Varies depending on available space

7. Does your school currently offer extra-curricular activities in performing and visual arts **on school premises** before school? If so, who primarily provides this instruction? Yes/No _____who?_____

8. Does your school currently support extra-curricular activities in performing and visual arts **off school premises** outside the regular school day? (Note "support" is defined as transportation to activities, specialized referral to activities, scholarships for students or partnerships with post-secondary institutions) If so, who primarily provides this instruction?

Yes/No _____who?_____

9. In your school, are fees charged to the student to participate in extra-curricular activities?

☐ Yes ☐ No ☐ Varies

10. Are there requirements for obtaining visual arts or performing arts course credits in your middle school?

☐ Yes ☐ No ☐ Varies

DRAFT

IVC: Arts Education, Enrichment and Expanded Learning Opportunities: Things to Consider

1) *In your school, do community-based organizations routinely provide activities and/or services to students on school premises? If NO, why not?*
2) *If you offer any classes over the summer, are there fees? If so, are the fees on a sliding scale? Are there scholarships available?*
3) *How would you describe the relationship between your school and both for-profit and non-profit arts organizations in your community?*
4) *Is action needed to strengthen enrichment opportunities? Expanded Learning? Arts Education?*
5) *What successful arts, enrichment and expanded learning programs are in place? How can they be expanded? Do opportunities include a broad diversity of cultural influences?*
6) *If fees are charged, what are the options for students who cannot pay the fees? How is this communicated to students and families?*
7) *How do you support communication about the importance of extra-curricular activities, as well as options for students who cannot pay fees, in a culturally responsive, sensitive manner?*
8) *Has a school steering committee been established to include community partners? If NO, why not? If YES, has the steering committee pursued a community involvement action plan?*
9) *If your school offers various visual or performing arts opportunities, have students been surveyed about the effectiveness of the program and what improvements might be needed to meet student needs?*
10) *Is arts integration pursued within your curricular planning? If NO, why not? If YES, to what degree?*
11) *Do families participate in extra-curricular planning and support for their students?*

DRAFT

Part IV: Partnerships and Programs

IVD. Coordination with Juvenile Justice System & Child Welfare

Please select the response that best represents your school.

1. When students are absent from class due to court-ordered treatment or other services scheduled during the school day, are these absences excused or unexcused?

☐ Excused ☐ Unexcused ☐ Varies

2. Does your school refer habitually truant students to truancy court?

☐ Yes ☐ No ☐ Sometimes

2a. If yes, is there a person at your school with the responsibility to follow up with students and support them in complying with the judge's orders?

☐ Yes ☐ No ☐ Other (please describe)

3. Does your school have procedures to address the transfer of credits from detention/facility schools when students re-enter your school from detention or residential treatment?

☐ Yes ☐ No ☐ Other (please describe)

4. Does your school routinely inform other system professionals such as probation officers, Guardian ad Litems, case workers or special advocates when students on their caseloads are struggling with attendance, behavior or academics?

☐ Yes, routinely Sometimes ☐ No, this would be very unusual

☐ Other (please describe)

4a. Does someone at your school have the specific responsibility to support FERPA compliance with school employees in their communication with other system professionals?

DRAFT

☐Yes ☐No ☐Other (please describe)

5. When students enter your school from detention or residential treatment, are they automatically placed on behavior contracts?

☐Yes ☐No ☐Varies by school

6. Is there a person at your school who has the specific responsibility to act as a liaison and single point of contact between the school and the **juvenile justice system**?

☐Yes ☐No ☐Other (please describe)

7. Are IEP's shared with professionals from other systems upon request?

☐Yes ☐No ☐School decision ☐Other (please describe)

8. Are student Individual Career and Academic Plans (ICAP) shared with professionals from other systems upon request?

☐Yes ☐No ☐School Decision ☐Other(please describe)

9. If a student is identified as having a SED (Serious Emotional Disability), are professionals from other systems working with this student notified or included in planning about this student?

☐Yes ☐No ☐School Decision ☐Other (please describe)

9. If a student is identified as having a health-related issue, including brain injury, are professionals from other systems working with this student notified or included in planning about this student?

☐Yes ☐No ☐School Decision ☐Other (please describe)

10. Do school personnel know who your district's designated Child Welfare Education Liaison is and how to contact him/her?

☐Yes ☐No ☐Other (please describe)

DRAFT

IVD: Coordination with Systems: Things to Consider

1) *Does someone at your school actively support FERPA considerations with schools when partnering with other systems, community-based organizations and outside programs? How is FERPA compliance supported with all school employees partnering with other systems, organizations and programs?*
2) *When students enter your school from detention or residential treatment, is an academic assessment done to determine what courses are appropriate and/or what academic supports are needed? If yes, how quickly is this assessment completed?*
3) *When students enter your school from detention or residential treatment, is there a transition meeting to assess for student needs that may impact academic performance, such as mental, behavioral and/or physical health issues, including brain injury? Are families involved in student transition planning?*
4) *If school attendance is a condition of a student's probation, how do probation officers and designated school employees work together to inform each other and to mutually enforce this provision?*
5) *Do you have policies and procedures for schools regarding requests for student records made by professionals from other systems such as probation, social workers, Guardian ad Litems?*
6) *Are personnel at your school adequately informed about Colorado's education neglect statute and how it can be used to support student attendance?*
7) *Does someone at your school have the specific responsibility to support FERPA compliance with school level employees in their communication with other system professionals? If so, what does this support look like?*
8) *Is there a person at your school who has the specific responsibility to act as a liaison and single point of contact between the schools in your district and the **juvenile justice system**? If so, how is this communicated to stakeholders?*
9) *What is the process to ensure that district and school personnel are adequately informed about the Fostering Connections to Success and Increasing Adoptions Act of 2008, which amend parts B and E of title IV of the Social Security Act to connect and support relative caregivers, improve outcomes for children in foster care, provide for tribal foster care and adoption access, improve incentives for adoption, and for other purposes. Please address the role the school must play to ensure educational stability for students in out-of-home placement, including remaining in their school of origin, transportation from placement to school, immediate enrollment, expedited records transfer and sharing student information.*
10) *What is the process to ensure that school personnel are adequately informed about the **McKinney-Vento Act** (No Child Left Behind Act - Title VII B) and what role the school must play to ensure educational stability for students who are homeless,*

DRAFT

including remaining in their school of origin, transportation to school, immediate enrollment, expedited records transfer and sharing student information?

Note:

Child Welfare Education Liaison - House Bill 08-1019 required districts and the Charter School Institute to designate an employee to act as the Child Welfare Education Liaison. It is this person's responsibility to facilitate transitions for students in foster home or other out-of-district placements. In lieu of designating an employee, the district or Charter School Institute may contract with an individual to act as the Child Welfare Education Liaison. As part of H.B. 10-1274,districts are required to report the name and contact information for the designated person to CDE and CDE will post the contact information on the Web site. For many districts, the person serving in this capacity will be the person designated as the out-of-district coordinator.

Uninterrupted Scholars Act- This adds child welfare professionals to the list of approved people who can access a foster youth's education records and help transfer their credits to new schools.

http://childwelfaresparc.org/education-records-of-children-in-foster-care/

DRAFT

V. School Self-Report

Please describe any innovation you believe is happening in the school, specifically focused on increasing the number of students who graduate and decreasing the number of students who drop out.

DRAFT

Glossary

Behavior Intervention Plan: Sometimes referred to as a "Behavior Contract", the plan is developed and implemented by a collaborative team, which includes the student and the student's parent/guardian. The plan includes positive behavior supports, identified skills for school success, and specific strategies for behavioral instruction. Often the "contract" term is applied when the Intervention Plan is signed by the student and/or the student's parent/guardian.

Brain Injury: An injury sustained during any point in an individual's life that affected brain functioning, including concussions. For more information, visit http://www.cde.state.co.us/healthandwellness/braininjury

Bullying: "Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109*" C.R.S. 22-32-109.1(a)(X)(B) For more information, visit http://www.cde.state.co.us/pbis/bullying/index

Concurrent Enrollment: Concurrent Enrollment means a student is simultaneously enrolled in a local education provider and in an institute of higher education or career and technical courses. For more information, visit http://www.cde.state.co.us/SecondaryInitiatives/CE_index.htm

Core class: A class that is part of the core curriculum required for every student, including but not limited to math, language arts, social studies and science.

Cultural Proficiency (Cultural Competence): Cultural proficiency refers to an ability to interact effectively with people of different cultures and is comprised of four components: (1) Awareness of your own cultural worldview, (2) Attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews and (4) cross-cultural skills. For more information, visit http://www.cde.state.co.us/cde_english

Data Driven Decision-Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

DRAFT

Dropout Prevention: School and community-based initiatives to promote positive social, emotional, familial, and educational factors that maintain and strengthen student engagement and address barriers and conditions that may lead a student to drop out of school.

Evidence-based Instruction/Intervention/Practice : An instructional practice or intervention considered reliable, trustworthy, and valid based on evidence to suggest that when it is used again with similar or identical subjects the outcomes will replicate previous outcomes. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Expanded Learning and Enrichment Opportunities: Supervised activities offered K-12 that may include, but need not be limited to, after-school programs, before-school programs, summer school programs, weekend programs, extended-day and extended-year programs.

Family-School Partnering: Effective partnerships include parents, families, students, community members, and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes. For more information, visit http://www.cde.state.co.us/rti/family

Habitual truant: A child who has attained the age of seven years and is under the age of seventeen years having four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year.

Individual Career and Academic Plan (ICAP): As a result of Colorado Senate Bill 09-256, all students' grades 9-12 must have access to a system within their high school to create and manage an Individual Career and Academic Plan by September, 2011. The legislation also authorized the State Board of Education to adopt rules to define the requirements and processes for districts to accomplish this task. http://www.coloradostateplan.com/Counseling/ICAP_Brief2.pdf

Multiple Pathways: a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include Career Technical Education Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools.

Multi-Tiered System of Supports (MTSS): a conceptual framework that includes an effective Response to Intervention (RtI) framework. For more information, visit http://www.cde.state.co.us/rti

Policy: refers to a set of rules approved by the district's school board, which reflect the values of the district. A policy is a statement of the Board of Education's intent with respect to matters of broad and long-range significance to the District. The intent of policy is to promote a broad and uniform understanding of the manner in which individual members of the district are to operate in a collective effort to achieve

district objectives. The policies of the board apply throughout the district. The subjects they cover are of district-wide importance and are intended to remain of such importance into the foreseeable future. Policies are created to address, respond to, and comply with statutory requirements.

Positive Behavioral and Intervention Supports (PBIS): A school-wide, multi-tiered framework designed to develop positive learning behavior in all students. The focus of PBIS is on prevention rather than the development of consequences for inappropriate behavior.

Performing Arts: Art forms that are expressed by individuals or groups that involve performance through multi-sensory experiences, which performances may include, but need not be limited to dance, music, theater and digital or electronic productions.

Practice: refers to a means or method of doing something. Practices are the repetitive, continuing actions of the organization; the normal or currently specified ways in which various aspects of the District's activities are conducted. It is a series of interrelated steps carried out in performing an activity. District and school practices may or may not be reflected in policies or procedures.

Procedure: refers to a source of information about district and school operations. Procedures define how practices and other activities with the District are performed. Procedures clarify the implementation of the policies which were approved by the school board, however procedures do not necessarily need board approval.

Professional Development: refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Response to Intervention (RtI): Response to Intervention is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional, and behavioral needs. For more information, visit http://www.cde.state.co.us/rti/learnaboutrti

School Climate: Multidimensional aspects of a school encompassing both characteristics of the school and perceptions of the school as a place to work and learn that create a fabric of support that enables all members of the school community to teach and learn at optimum levels.

Student Engagement: A student's sense of belonging, safety, and involvement in school that leads to academic achievement, regular school attendance, and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance.

Student Graduation and Completion Plan: means a local education provider's plan, created pursuant to C.R.S. 22-14-107, for reducing the student dropout rate and increasing the rates of student engagement, re-engagement, graduation, and completion.

Student Re-engagement: refers to a student that reenrolls in high school after dropping out prior to completion. Student re-engagement usually results from a local education provider's use of evidence- or research-based strategies to reach out to students who have dropped out of school and to assist them in transitioning back into school and obtaining their high school diplomas or otherwise completing high school.

Technical Assistance: refers to support given or received to improve practices at the school and district levels. Technical Assistance means external specialists, known as consultants, who provide skills training, working knowledge or consulting services. Technical Assistance can be in the form of professional development, thought partner or problem-solving conversations.

Transition: refers to a period of change that a child or young person may experience in education. Transitions can include changes in grade levels, changing schools and/or transitioning from school to work.

Truancy: If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant.

Visual Arts: Art works created by individuals or groups using a variety of media and processes which art works may include but need not be limited to drawing, painting, ceramic arts, sculpture, photography, graphic arts, printmaking, media arts, electronic or digital design, textiles, jewelry, glass arts, and fine woodworking.

DRAFT

Excerpt of Colorado Code of Regulations (CCR) related to Practices Assessment

DEPARTMENT OF EDUCATION Colorado State Board of Education

DROPOUT PREVENTION AND STUDENT RE-ENGAGEMENT

1 CCR 301-84

3.00 HIGH PRIORITY AND PRIORITY LOCAL EDUCATION PROVIDERS

The Office shall collaborate with other divisions within the Department to identify annually through the accreditation process, as defined in CCR 301-1 (Rules for the Administration of Statewide Accountability Measures), those local education providers (LEPs) that do not meet expectations for Graduation and Completion rates. Of those LEPs identified, those most in need of improvement and assistance shall be recognized as High Priority and those in significant need of improvement and assistance shall be recognized as Priority based on the following criteria:

3.00 (1) Identified LEPs with Graduation and Completion rates that are significantly below State averages or those that do not meet expectations for post secondary workforce readiness indicators, as defined pursuant to CCR 301-1 (Rules for the Administration of Statewide Accountability Measures), will be designated Priority.

3.00 (1) (a) Identification shall consider size of pupil membership in determining designation of Priority.

3.00 (2) Identified LEPs will be designated High Priority if they meet the criteria for Priority and there is indication that they are most in need of improvements. Indicators shall be based on data highly correlated with the likelihood that students will dropout, including but not limited to dropout rates, truancy rates, suspension or expulsion rates that significantly above state averages. These rates are defined in section 5.00 of these rules.

3.00 (3) The designation of High Priority and Priority will be recognized and in effect for three consecutive fiscal years to allow time to complete the "practices assessment," adopt Student Graduation and Completion Plan and review and evaluate plans as described in sections 3.02 and 3.05 in these rules. Based on the timeline listed in 3.01 (1) in these rules, the first group of High Priority LEPs will begin in fiscal year 2009-2010. The first group of Priority LEPs will begin in fiscal year 2010-2011. In subsequent years, the timeline will follow criteria described in section 3.07 of these rules.

3.00 (4) If after completion of the three-year period, a designated LEP meets its Graduation and Completion rate expectation(s), the LEP shall no longer be recognized as High Priority or Priority. If after completion of the three-year period, a designated LEP does not meet its

DRAFT

Graduation and Completion rate expectation(s), the Department shall review continuation of the designation of High Priority or Priority in collaboration with other divisions within the Department and may require an update of the LEP's "practices assessment" and a revision and further evaluation of the LEP's Student Graduation and Completion Plan.

3.01 **Practices Assessment.** Each High Priority and Priority LEP shall conduct a "practices assessment" as described in 22-14-106(2), C.R.S. Each High Priority and Priority LEP's "practices assessment" shall consider community partnerships with state and local government agencies and community-based organizations and current practices and policies as they relate to different types of dropout students or students at risk of dropping out.

3.01 (1) For the first group, each High Priority LEP shall complete its initial "practices assessment" no later than June 30, 2010. Each Priority LEP shall complete its initial "practices assessment" no later than June 30, 2011. Following completion of the initial "practices assessment," each High Priority and Priority LEP shall review and update the "practices assessment" in accordance with timelines as described in section 3.06 and 3.07 of these rules.

3.01 (2) Each LEP that is not a High Priority or Priority LEP is encouraged to conduct a "practices assessment" and to periodically review and update the "practices assessment." A LEP that chooses to conduct a "practices assessment" shall comply with provisions pursuant to this paragraph and shall comply with provisions of section 3.04 of these rules.

3.01 (3) If a High Priority or Priority LEP has authorized one or more existing charter schools pursuant to article 30.5 of title 22 of the Colorado Revised Statutes, each charter school shall conduct its own "practices assessment" in accordance with the deadlines specified in subsection (1) and section 3.07 of these rules. In addition, they shall submit the assessment to the Department as described in section 3.04 of these rules. A "practices assessment" conducted by a charter school shall conform to the requirements specified in section 3.02 of these rules.

3.02 **Practices Assessment Implementation.** Each practices assessment, at a minimum, shall address the High Priority or Priority LEP's:

3.02 (1) Attendance and truancy reporting and enforcement policies and definitions;

3.02 (2) Risk factors and remedies applicable to students who are failing one or more courses, have experienced traumatic life events, or have lost academic interest or motivation and to students whose presence or actions are perceived to be detrimental to other students;

3.02 (3) Interaction with the judicial system in enforcing compulsory school attendance;

3.02 (4) Interaction with the juvenile justice system in:

3.02 (4) (a) Assisting in administering juvenile diversion programs and coordinating supports for all students transitioning out of the juvenile justice system to aid in the continuation of the students' education, especially for those students involved in the juvenile justice system as a result of school-related violations of the LEP's code of conduct or crimes committed on school property; and

3.02 (4) (b) Coordinating with juvenile probation officers regarding school-related conditions of probation;

3.02 (5) Coordination with child welfare services, including but not limited to county departments of social services, facility schools, and other youth services providers;

3.02 (6) Grading policies;

3.02 (7) Policies for grade repetition and remediation;

3.02 (8) Course completion requirements and policies; and

3.02 (9) Policies and practices relating to:

3.02 (9) (a) The use of individual career and academic plans;

3.02 (9) (b) Addressing ethnicity, language and cultural barriers between students' homes and school;

3.02 (9) (c) English-language acquisition;

3.02 (9) (d) Student acquisition of behavioral, social and emotional skills;

3.02 (9) (e) Students' health care needs;

3.02 (9) (f) Alternative and flexible educational strategies;

3.02 (9) (g) Family involvement and family support services;

3.02 (9) (h) Expanded Learning Opportunity Programs;

3.02 (9) (i) Staff development in implementing evidence-based strategies;

3.02 (9) (j) Innovations to address barriers to school engagement and success;

3.02 (9) (k) Outreach services to re-engage students who drop out of school; and

3.09 (9) (l) Review and analysis of data regarding dropout rates, Graduation rates, school completion rates, truancy rates, the number of students who are habitually truant, suspension rates, and expulsion rates.

3.03 **Technical Assistance.** The Office shall provide technical assistance to High Priority LEPs to assist them in completing their "practices assessments" and Student Graduation and Completion Plans. The Office may provide technical assistance to Priority LEPs as allowable within available appropriations. In addition, at the request of a High Priority or Priority LEP and to the extent practicable within available resources, the Office shall provide a template, which includes any student data that is pertinent to the High Priority or Priority LEP and to which the Office has access, to assist the High Priority or Priority LEP in preparing its "practices assessment".

3.04 **Publication of Assessment.** Upon completing its practices assessment or any updates to the assessment, each High Priority and Priority LEP shall transmit the assessment to the Department for publication on the internet.

3.05 **Student Graduation and Completion Plan.**

3.05 (1) Based on the completed "practices assessment," for the first group of designated LEPs, each High Priority LEP shall adopt a Student

Graduation and Completion Plan for the schools operated or approved by the High Priority LEP by October 1, 2010. Each Priority LEP shall adopt a Student Graduation and Completion Plan by October 1, 2011. Timelines for subsequent years are described in section 3.07 of these rules.

3.05 (2) For the first group of designated LEPs, following adoption of the initial Student Graduation and Completion Plan, each High Priority and Priority LEP shall review and update the Student Graduation and Completion Plan in accordance with timelines described in section 3.06 of these rules. In setting the dates for adoption of the initial Student Graduation and Completion Plan and the timelines for reviewing and updating the Student Graduation and Completion Plan, the State Board shall ensure that the dates coincide with the dates by which each LEP is required to adopt the plan required by its accreditation category or its annual performance review. The timelines for subsequent years are described in section 3.07 of these rules.

3.05 (3) Each LEP that is not a High Priority or Priority LEP is encouraged to adopt a Student Graduation and Completion Plan and to periodically review and update the plan. A LEP that chooses to adopt a Student Graduation and Completion shall comply with the provisions of subsection (8).

DRAFT

REFERENCES

Balfanz, R., Fox, J., Bridgeland, J., & McNaught, M. (2008). Grad nation: A guidebook to help communities tackle the dropout crisis. Washington, DC: America's Promise Alliance. http://www.every1graduates.org/PDFs/GradNation_Guidebook_Final.pdf

Balfanz, R., Herzog, L. & Mac Iver, D.J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. Educational Psychologist, 42, 4, 223-235.

Chang, H. N. & Romero, M. (2008). Present, engaged, and accounted for: The critical importance of addressing chronic absence in the early grades. New York: National Center for Children in Poverty.

Colorado Department of Education (2010). Colorado's Individual Career & Academic Plan (ICAP) Initiative. Denver, CO: Author

Colorado Department of Education (2010). Individual Career and Academic Plan (ICAP) Comparison. Denver, CO: Author

Communities in Schools. (2008). Communities in schools and the model of integrated student services: A proven solution to America's dropout epidemic. Alexandria, VA: Author.

Duffy, H. (2007). Meeting the needs of significantly struggling learners in high school: A look at approaches to tiered intervention. Washington,DC: National High School Center.

Legters, N., Smerdon, B., & Early, K. (2009). High school reform implementation toolkit. Washington, DC: The Urban Institute and Academy for Education Development.

Mac Iver, M., & Farley-Ripple, E. (2008). Bringing the district back in: The role of the central office in instruction and achievement. Alexandria, VA: Educational Research Service.

National Center for School Engagement (2009). Policy and Practice Assessment For Schools. Denver, CO: Author

National Center for School Engagement (2009). Graduation Supports Assessment Rubric. Denver, CO: Author

Neild, R. C., Stoner-Eby, S., & Furstenberg, F. F. (2008). Connecting entrance and departure: The transition to ninth grade and high school dropout. Education and Urban Society, 40, 543-569.

DRAFT

Neild, R.C. (2009a). Falling off track during the transition to high school: What we know and what can be done. The Future of Children 19, 53-76.

Pinkus, L. (2008). Using early-warning data to improve graduation rates: Closing cracks in the education system. Washington, DC: Alliance for Excellent Education. Retrieved May 7, 2009 from http://www.all4ed.org/files/EWI.pdf

Rivera, M.O., Francis, D.J., Fernandez, M. Moughamian, A. C., Lesaux, N.K., & Jergensen, J. (2010) Effective practices for English language learners. Principals from five states speak. Portsmouth, NH: RMC Research Corporation, Center on Instruction

Rumberger, R., & Lim, S. (2008). Why students drop out of school: A review of 25 years of research. California Dropout Research Project Report #15. Santa Barbara, CA: California Dropout Research Project.

DRAFT