

New CDE Policy and Practice Assessment Facilitator Guide

Welcome to the Colorado Department of Education’s Dropout Prevention and Student Re-engagement Policy and Practice Tool Facilitator Guide! The survey tool is designed to help schools and districts to take a closer look at policies and practices as they relate to promoting attainment of a high school credential and to assist in the important work of engaging students in their education. The online survey can be found at [_PENDING UNTIL OCTOBER_____](#). This facilitator guide may be used as an accompaniment to the online survey or to the “paper” version of the same survey.

Facilitator Instructions

The Facilitator Guide differs from the school survey version in that it includes indicators of the ideal answers to multiple choice questions, as well as indicators of which answers might prompt special attention for improvement. Throughout this document, ideal answers have been indicated in **bold and green**, while the least desirable answers are in *italics and red*. In a few cases, multiple excellent answers have been marked in bold green, and in many cases no other answer has been singled out as more problematic than others. In other words, many questions have no answer marked in red italics. In some cases, notes about the intent of the questions have been included in lieu of, or in addition to, marking any single preferred response. Some questions include write-in options in which either excellent or inadequate practices might be reported; you must assess their merit on your own or contact Judith Martinez in the Office of Student Engagement and Dropout Prevention for guidance. Most questions also include an “unsure” option. These may or may not be problematic depending on how the survey has been completed. If it has been completed in sections by the individuals best versed in each topic, it is reasonable to assume that they should all know how the school operates and should not need to select “unsure” at all. If it has been completed as a survey by many school staff members, it is not necessarily problematic if some teachers are unsure of some of the answers. You must assess the extent to which any lack of awareness poses a problem. In all cases, the specific circumstances of the school should be considered when assessing survey responses. Things like school size, rural location, percent ELL, and Title 1 status among others affect the way a school needs to operate.

For whom is the tool designed?

This tool is designed for any high school or combined middle and high school in Colorado that would like to examine ways to improve their school or district performance in the area of postsecondary and workforce readiness.

If the school is receiving targeted technical assistance through CDE Federal Programs or is receiving a state grant to address dropout prevention, staff may be asked to use this tool and may receive special support in reviewing the results. CDE can help facilitate this review upon request.

Is this a tool made specifically for Colorado? Yes, it can be used to guide discussion for unified improvement planning (UIP) and the Consolidated Application Needs Assessment. It is also designed for districts that receive state grant awards for dropout prevention, student engagement or re-engagement of out-of-school youth.

How do schools use this tool?

Schools can use either an online version or electronic version.

If they choose to use the online version, they will need to obtain a link from the Office of Dropout Prevention and Student Re-engagement. This will allow the survey tool to be customized for their use. When they request a link, they will be asked a series of questions to help set-up the survey. They will be able to save their assessment and return to it at any time, allowing them to complete one section at a time or to have multiple people work on different sections according to their areas of expertise. They, or you, may click here to request a link or email [PENDING UNTIL OCTOBER](#).

If they elect to use the electronic version, they will be able to share it, download it and print it.

Once the type of survey is selected (online or electronic), they must determine *who* will complete it. They may ask every willing staff member to complete it as an individual, in order to tally survey results in the end. Or, they may select to respond to the survey questions as a team.

What is included in the survey? Do all sections need to be completed?

This tool is comprehensive and covers many topics that are connected to dropout prevention and student engagement. See the table of contents for the list of topics.

Schools do not need to complete all sections of the survey for it to be of use. The recommended practice is to complete Sections I and II in the initial session. Based on the answers to those questions, users will receive automatic suggestions about additional sections on which they might want to focus. The rest of the Review - including *all* sections regardless of the automatic recommendations - will remain open so that they may continue it over time.

Suggestions for completing the survey:

Section I: The Basics. This section provides the foundation for the survey tool and should be completed by all assessment takers. It includes a review of school-wide data that are annually reported to CDE, (e.g., graduation and completion rates, dropout rates, attendance rates...). If they are using the online tool, the data will be pre-populated by CDE. It also includes questions about professional development among staff.

Section II: Early Warning Systems. This section looks at indicators that can help predict which students are most at risk for not completing high school and gives staff actionable data that help them to intervene. It should be completed to assist with school and district improvement planning.

Sections III through VII, and each of their subsections, may be selectively completed based on area of need and interest. For example, if school attendance is declining, the section on attendance should be completed.

Note that if they are completing the survey online, they will be able to select which sections to complete at the beginning, and they will not see the other sections – they will automatically be skipped. At the end of the survey respondents will have another chance to select these sections if they wish.

What are the benefits of completing the survey?

There are several benefits that may lead to increased student achievement and success. The results will help guide school improvement planning and selection of professional development. Completing Section I: The Basics, will help identify areas where the school is strong and areas that need more

attention. The questions on professional development will indicate the areas in which most of the staff has been trained and the areas in which additional training may be needed.

It may help strengthen leadership and school engagement to bring a diverse group of staff members together to answer discussion questions. For some questions, it would be valuable to bring parents or student representatives into the discussions.

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Survey Identifiers

School Name: _____

District Name: _____

School Code: _____

Primary Contact for follow-up

Name: _____

Phone: _____

Email: _____

Date: _____

Which sections would you like to complete? Please note that Section I is The Basics, and every school will complete that section. You may choose among the rest of the sections.

- II. The Early Warning System
- III. Attendance
- IV. Discipline
- V. Academic Supports (Entire section)
 - General Academic Supports
 - ICAPS
 - Credits and Grades
 - Arts
 - Afterschool Activities
 - Graduation Guidelines
 - Concurrent Enrollment
 - Work-based Learning
 - Supporting Students Academically Off-Track
 - Online Learning
 - High School Equivalency
- VI. Supporting Students with Special Needs (Entire Section)
 - Students with Disabilities
 - English Learners
 - Students with Health Needs
 - Mobile Students

- Pregnant and Parenting Students
- System Involved Youth
- Reengaging Dropouts
- VIII. Family Partnerships

Section I – The Basics

A. Prepopulated Data

School data are reported to CDE on an annual basis. The following table lists indicators that are linked to dropout prevention. If you have arranged with the Colorado Department of Education, Office of Student Reengagement, to complete this assessment online, this table should be prepopulated for you. If it is not, please contact, Tricia Walz, walz_t@cde.state.co.us. If you are doing this assessment on paper, these data are available from CDE at <http://schoolview.org/> and from CDHE at <http://highered.colorado.gov/i3/DistrictHSSummary.aspx>.

	Most Recent Year	Two years ago	Three years ago
Indicator	Enter Year —	—	—
1. Four-Year Dropout Rate			
2. Graduation Rate (Best of 4, 5 or 6 year rate)			
3. Completion Rate (Best of 4, 5 or 6 year rate)			
4. Student Reengagement Rate			
5. Truancy Rate			
6. Number of Habitually Truant Students			
7. Suspension Rate			
8. Expulsion Rate			
9. Student Mobility Rate			
10. % of Total Postsecondary Enrollment			

Note: Hopefully schools will see positive trends in most of these numbers. If not, why not? In what areas could the biggest gains be made?

School data - Discussion questions:

1. What are the overall data trends?
2. What do the rates tell you about how you should set priorities for the upcoming year? What do they tell you about which sections of this assessment it would be most beneficial to complete?

3. What school and/or district plans are in place to support continuation of positive trends or address negative trends? Are those plans adequate?

4. In what ways might the school data indicate equity gaps, and what might be done to close those gaps?

5. How do these rates compare with district and state averages?

6. What additional data questions do these figures raise? Can you access the data you need with relative ease, or do you need to improve your data system or capability?

7. When considering current and upcoming conditions, what might be on the horizon that would threaten positive trends in these numbers? What might encourage positive trends? (Examples might be changes in local employment options, populations, school boundary changes, etc.) How can you prepare for these opportunities and threats?

B. General Dropout Prevention

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

Yes

Somewhat; we are currently working on this

No

Unsure

2. Is there an individual at your school whose job description specifically includes contacting students who have dropped out and working with them to get them back in school?

Yes

No

Unsure

3. Is there an individual at your school, other than the principal, who has the specific responsibility to reduce the number of students who drop out and increase the number who successfully graduate?

Yes

No

Unsure

4. Does the person/people in the above-mentioned role work full-time to support struggling students?

Yes

No, we cannot find a full-time person for this role

No, we cannot afford a full-time person in this role

Unsure

5. Does the person/people in the above-mentioned role receive regular, direct support from a designated individual in the district office regarding dropout prevention and increasing the number of graduates?

- Yes
- No
- Unsure

6. How often do you measure school climate in your school? This may include, but is not limited to student satisfaction or student engagement surveys, the TLCC (Teaching and Learning Conditions in Colorado) survey, etc.

- Annually
- Every few years
- Never
- Unsure

7. Does your district define chronic absence*?

- Yes
- Somewhat. We are currently working on this.
- No
- Unsure

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

8. Are more than 10% of your students chronically absent?

- Yes
- No
- Unsure

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

- Yes
- No
- Unsure

10. 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
- Unsure

11. Is there a written policy in place to help students make up work missed due to absence?

- Yes
- No
- Unsure

12. Which of the following are the most likely responses at the school building level to a student under 17 years of age who indicates an intention to drop out of school? (Check all that apply.) **(Facilitator: See Note on next page.)**

- 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 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. Unsure

Note: The more answers, a through f, that are selected the better. One would hope to see at least three of the options checked, hopefully including b, c and f. Not all districts have an alternative school option. A school that selects no answer other than d should be encouraged to develop more supportive responses.

13. Which of the following are the most likely responses at the school building level to a 17-or-older 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 high school equivalency degree
 - e. Counsel the student about community college options and earning dual credit
 - f. Counsel the student to seek a diploma endorsement (biliteracy, STEM or PWR)
 - g. Counsel the student about the financial implications of not earning a high school diploma
 - h. Set a meeting with the student's parent or guardian to discuss the situation
 - i. Unsure

Note: The more answers, a through h, that are selected the better. One would hope to see at least four of the options checked. Not all districts have an alternative school option. A school that selects no answer other than d should be encouraged to develop more supportive responses.

General Dropout Prevention – Discussion Questions:

1. What does support for school personnel look like regarding dropout reduction and increasing the number of graduates? (Q. 1-5)
2. How, and how effectively, is your strategic plan for dropout prevention, including benchmarks to measure success, communicated to all school personnel? How, and how effectively, 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? (Q. 1)
3. If you measure school climate, how are those data used to improve your policies and practices? Are they used as effectively as they could be? Are they disaggregated by student groups, e.g. racial/ethnic groups, linguistic groups, general vs. special education, highly mobile students etc.? (Q. 6)
4. 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 explained to school

personnel overseeing enrollment? How often is this policy or procedure followed? How often is this policy waived? (Q. 10)

5. How do students make up work when they miss school? Is there a consistent practice across the school? Does that policy or practice ensure that students always have an incentive to do the work? (E.g. having a cut-off date after which work is not accepted eliminates the incentive at that point.) Do teachers have flexibility that allows them to make the accommodations needed to ensure student success? (Q. 11)

6. How are families educated about dropout risks and supported in teaming with schools?

C. Professional Development

You may wish to use this section in deciding which assessment sections to tackle. Select issues that align with areas in which your staff has had the least training.

Over the past 24 months, what percent of staff members have participated in the following types of professional development?

		School Administrators	Teachers	Other school-based Professionals
1.	The Early Warning System (or the relationship of attendance, behavior and course failure to high school dropout)			
2.	The effects of mobility on school success			
3.	Strategies to promote student engagement and attachment			
4.	The effects of chronic absenteeism in elementary grades			
5.	Standards-based instruction, assessment and grading			
6.	Effective interventions in the 9 th and 10 th grades			
7.	The importance of student-teacher relationships			
8.	Integrating effective work-based learning into the curriculum			
9.	Effective partnerships with families to support student academic and social/emotional/behavior learning			

10.	The effect of trauma on learning and behavior, and effective trauma-informed interventions			
11.	Restorative justice practices in educational settings			
12.	Welcoming new students mid-year			
13.	Positive Behavioral Interventions and Supports (PBIS) or some other framework for supporting positive school culture and climate.			

Note: In no school will all personnel have had professional development in all these areas. However, the numbers should be adequate to indicate an ongoing effort to learn and implement current best practices in a number of areas. Assess the response to these questions in light of a school's stated priorities. If a school indicates that, for example, implementing restorative practices is an important initiative, yet a minority of staff has received training in such practices, that is a warning sign.

14. Are personnel responsible for data reporting in your school trained in the accurate use of exit codes such as student transfers, withdrawal and dropout?

Yes

Somewhat. We are currently working on this.

No

Unsure

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

Very likely

Somewhat likely

Not likely

Unsure

Professional Development – Discussion Questions

1. *Is professional development linked to the evaluation process of the Educator Effectiveness Teacher and Principal Effectiveness Standards that relate to dropout prevention – families, classroom success, advocacy, and evidence-based instruction?*

2. *What training do teachers receive to set up systems for grading and attendance tracking? Is this training part of their orientation? Is it adequate? Do teachers feel comfortable with the system and take full advantage of it?*

3. *Do teachers receive regular training, with follow-up, about the importance of teacher-student interactions? What are the components of this training, and are they all offered to the degree needed? Consider especially parts 3, 7, 9, 10 and 13. What practices are in place to encourage teachers who might be weak in these areas to take advantage of training options? Do you have a mentoring process in place by which more accomplished teachers can assist those who are less experienced?*

4. *What training is available to administrators so that they are able to set priorities and be models for excellent relationships with students, families and staff?*

5. What incentives are in place for teachers who pursue additional professional development opportunities and effectively implement skills they learn? Are they adequate, and if not, how can they be expanded?

Section II

A. Early Warning System

Research conducted by the Every1Graduates Center at Johns Hopkins University shows 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.

1. Does your school track student accumulation of credits?
 Yes
 Somewhat. We are currently working on this.
 No
 Unsure
2. Does your school identify students who are currently “off track” and “on track” to promotion and graduation?
 Yes
 Somewhat. We are currently working on this.
 No
 Unsure
3. Does a team regularly review school-wide student data including attendance, truancy, disciplinary referrals, suspension, expulsion, failing grades, and proficiency measures?
 Yes
 No
 Unsure
4. When students begin to demonstrate troubling patterns of attendance, behavior and/or academic failure, do you promptly implement an intervention process?
 Yes, always
 Yes, most of the time
 No or not often
 Unsure
5. Does your school use your early warning system to identify high achievement in the ABCs as well as low achievement?
 Yes
 No
 Unsure

6. Does a person at your school have the specific responsibility to support the intervention processes?
- Yes
- No
- Unsure
7. 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
- Unsure
8. 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 Unsure
- b. Behavior - office referrals, out-of-school / in-school suspensions and expulsions
- Yes No Unsure
- c. Course failure(s) – including courses in sciences, social studies, reading, writing, math
- Yes No Unsure
9. 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.
- Unsure
- Other (Please describe)
- Note: **Ideally we would like to see multiple green options selected.** *A school that selects only "retake the class" should be encouraged to develop a credit recovery option.*
10. Are fees charged for these credit recovery options?
- N/A: We have no credit recovery options
- Yes, and they are never or rarely waived
- Yes, but they are often waived (Also a good answer.)
- No (Best answer)
- Unsure

Early Warning System – Discussion Questions

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? (Q. 6)

2a. If there is a team that routinely reviews school-wide student data including attendance, truancy, disciplinary referrals, 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? (Q. 3)

2b. If there is a team that routinely reviews school-wide student data, does the team use those data to inform prevention efforts and make recommendations for changes in practices at the Universal or Tier 1 level? And at the Targeted or Tier 2 level? (Q. 3) If your team uses the early warning system to identify high achievers, what opportunities do you present to those students as a result? Are those high achievers congratulated? Are they supported to achieve further? (Q. 5)

2c. How do school staff (teachers, counselors, support personnel) interact with the Early Warning System?

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? (Qs. 1, 7, 9, 10)

4. 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? (Qs. 7, 8)

5. Are grading policies in need of revision 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 are data used in decision-making for continuous improvement? (Qs. 1, 2, 3, 8)

Section III

A. Attendance

1. 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?
 Yes, they are always excused
 Yes, until a student has been suspended for more than a designated number of days
 No, they are unexcused
 Unsure

2. 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
 Unsure

3. If your high 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?
 N/A - no open campus
 Yes
 No
 Unsure

4. Does a person in your district have the specific responsibility to support your school with attendance interventions? (These positions are generally called Attendance Liaisons.)
 Yes
 No
 Unsure

5. Does a person at the school have the specific responsibility to support teachers with attendance interventions? (These positions are often called Attendance Advocates or Attendance Coaches, but may have other titles as well.)
 Yes
 No
 Unsure

6. Does the person in charge of attendance routinely work with other school staff such as the McKinney-Vento Liaison and the Child Welfare Educational Liaison to identify absences that may be due to homelessness or living transitions?
 Yes
 No
 Unsure

7. At what levels of absence are you required to intervene with students and/or their families?
- 1 day (Best answer)
 - 2-3 days (Also an acceptable answer)
 - 4-5 days
 - 6-9 days
 - 10 or more days
 - Unsure

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

Intervention	Frequency	
	Unexcused	Excused
	Frequently Sometimes Rarely Never Unsure	
School Level and Type of Absence	Unexcused	Excused
a. Automated phone call to home	<i>This is fairly ineffective because numbers get disconnected and students intercept the calls.</i>	
b. Automated text message or phone call to parent/guardian's cell phone		
c. Automated e-mail to parent		
d. Live phone call to parent/guardian(s)	This is the most effective intervention in which schools can engage	
e. Letter to parent/guardian(s)		
f. Face-to face meeting with family		
g. Individual attendance plans		
h. Intervention with child		
i. Intervention with family		
j. Referral to truancy reduction program or SARB Board		
k. Referral to county social services to pursue educational neglect		

Note: The more interventions, the better. Schools should pursue at least several of the supportive interventions listed in "a" through "i" and should only resort to "j" and "k" when the supportive interventions have failed. Most important is the live call to parents, preferably by a teacher, after no more than 2 or 3 absences.

9. Do you make regular use of attendance contracts signed by the student, the parent/guardian and a school representative?

- Yes**
- We use them in some cases
- No*
- Unsure

10. Do the attendance contracts seek to identify the root cause of the absences, and so they specify the responsibilities of the student, the parent/guardian and the school?

- Yes**
- Sometimes
- No or not usually*
- Unsure

11. Do you regularly make use of positive incentives (carrots) to motivate good attendance, and not just punitive responses (sticks) to absences?

- Yes**
- To some extent
- No or not usually*
- Unsure

12. Do you implement a tiered approach to providing positive incentives and, when needed punitive responses, to attendance and absence?

- Yes**
- To some extent
- No or not usually
- Unsure

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

- Yes, per policy**
- No, per policy*
- Varies, teachers decide
- Unsure

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

- Yes, per policy**
- No, per policy*
- Varies, teachers decide
- Unsure

Note: Allowing makeup work no matter what means there is always an incentive for students to accomplish the learning.

15. In your school, do students lose credit in a class, either by getting an incomplete or an "F", when a specified threshold of unexcused absence is reached in that class regardless of the quality of their graded work?

- Yes, by policy*
- Varies by teacher
- No**
- Unsure

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

- Yes**
- No*
- Sometimes
- Unsure

17. If you refer habitually truants to truancy court, 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?

- N/A: We do not make court referrals*
- Yes**
- No
- Unsure

Attendance - Discussion questions

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? (Qs. 7, 8, 9, 10)*
2. *What is the process for developing individual attendance plans to help solve problems 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? (Qs. 9, 10, 11, 12)*
3. *What constitutes an excused or unexcused absence? Is modification in order? (Qs. 1, 2, 6, 10)*
4. *What are the school attendance patterns? Periods of high attendance? Periods of low attendance? (Q. 3)*
5. *If a person at your school has the specific responsibility to support teachers with attendance interventions, what does this support look like? (Qs. 4, 5, 6)*
6. *How are teachers trained and supported in reaching out to families and students to problem-solve around attendance? (Qs. 5, 6, 13, 14)*
7. *Does the school have a tiered approach to attendance interventions? Have you mapped out the available resources/initiatives to support students at each level? What does this approach look like? How is this approach communicated to school level employees? How is this approach monitored to determine effectiveness? (Qs. 7, 8, 11, 12, 16, 17)*
8. *What is working well to support good attendance in all grade levels? How can these supports be strengthened or enhanced?*
9. *Are personnel at your school adequately informed about Colorado's education neglect statute and how it can be used to support student attendance?*

Notes:

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(5) 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.

Section IV - Discipline

A. Suspensions/Expulsions

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

Offense	Frequently Sometimes Rarely or never Unsure NA (No in-school suspension)	
	Out-of-School	In -School
a) Truancy	Rarely or never	Rarely or never
b) Habitual Disruption	Rarely or never	Sometimes
c) Physical harm to student/ staff	Frequently	Sometimes/Rarely or never
d) Threat to harm student/staff	Frequently/Sometimes	Sometimes
e) Vulgarity	Rarely or never	Sometimes
f) Being rude /insubordination	Rarely or never	Sometimes
g) Dress code violations	Rarely or never	Rarely or never
h) Failure to complete assignments	Rarely or never	Rarely or never
i) Alcohol	Frequently/Sometimes	Sometimes
j) Tobacco	Frequently/Sometimes	Sometimes

k) Marijuana and other drugs	Frequently	Sometimes
l) Bullying	Sometimes/Rarely or never	Sometimes
m) Weapons/facsimile	Frequently	Rarely or never

2. Are positive strategies and supports (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*
- Unsure

3. Do you currently implement Positive Behavior Interventions and Supports (PBIS) on a school-wide basis?

- Yes**
- No*
- Unsure

4. How often does your school disaggregate disciplinary data to determine disproportionality among subpopulations including race, disability, highly mobile and socioeconomic status?

- Annually (Best answer)**
- Every other year (Also a good answer)**
- It has been several years
- We have never done this*
- Unsure

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

- Yes**
- Yes, unless they are actively engaged in counseling or restorative work**
- No*
- Unsure

6. Have you undertaken efforts to reduce both in-school and out-of-school suspensions?

- Yes, and our suspensions are very low as a result**
- Yes, we are working on this now
- No*
- Unsure

7. Do you use any of these methods to reduce suspensions?
- a. Full restorative justice circles
Yes No Unsure
 - b. Restorative justice practices
Yes No Unsure
 - c. Ongoing professional development in classroom management strategies
Yes No Unsure
 - d. Empathy training
Yes No Unsure
 - e. Mindfulness training for students
Yes No Unsure
 - f. Trauma-informed practices
Yes No Unsure

Note: Hopefully schools will use multiple methods including training for teachers (c, d, and/or f) and something geared toward students (a, b, and/or e). Hopefully no school will select "no" for all these methods.

8. 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?
- Yes, they are excused**
 - Yes, until a student has reached a certain number of suspended days
 - No, they are unexcused*
 - Unsure
9. Does your discipline policy specifically address bullying in the following ways?
- a. Bullying on school premises
 Yes *No* Unsure
 - b. Bullying off school premises
 Yes *No* Unsure
 - c. Cyber-bullying
 Yes *No* Unsure
10. Do you pay special attention to bullying of special populations such as GLBT youth, religious minorities and special needs students?
- Yes**
 - Sometimes
 - No*
 - Unsure

Discipline – Discussion Questions

1. To what extent are disciplinary practices proactive, positive, and instructional? Are there areas in which disciplinary practices could be revisited in light of the goal of student engagement and dropout prevention? (Qs. 2, 3, 4, 6, 7, 9, 10)

2. *In reviewing your school's safety and discipline incidence reports, what offenses are most likely to result in expulsion? In suspension? What are the trends? Where is the low-hanging fruit in terms of reducing suspensions? (Qs. 1, 6)*
3. *If you analyze disciplinary data for disproportionality, what does your analysis show? If an analysis has revealed discrepancies, what steps are you taking to correct the imbalance? (Q 4)*
4. *State statute C.R.S. 22-33-106 no longer mandates that districts expel a habitually disruptive student, and encourages administrators to consider the age of the student; the disciplinary history of the student; whether the student has a disability; the seriousness of the violation; whether the violation threatened the safety of any student or staff member; and whether a lesser intervention would properly address the violation. (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. Even this may be waived in writing.) Has your policy been updated to reflect consideration of student factors in deciding whether or not to suspend or expel a student? How has the current policy been communicated to school level employees? How are you monitoring the implementation of the current policy? What additional supports do you need to fully implement the current policy? What additional supports do you need to support student behavior change? (Qs. 1, 2, 3, 6, 7)*
5. *How and how effectively is bullying being addressed? Do you have student survey data to support your conclusions? (Q. 9, 10)*
6. *Are policies and procedures for student conduct and discipline reviewed and/or updated every three years at a minimum? When did you last review/update your student conduct and discipline policies? Month/Year_____ Are you due for another review?*
7. *How do students, families and community cultural groups provide input on behavioral policies and/or procedures?*
8. *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 a student is done with suspension? (Qs. 2, 3)*
9. *What educational options are available for expelled students in your district? How do expelled students access these options? Are these educational options monitored for quality and compliance? What determines 'success' after a student fulfills the expulsion obligation? How is the student reintegrated into the school environment?*
10. *How effectively does your school support educators (teachers and educators in charge of discipline) by providing training on culturally responsive practices regarding behavior? What does this support look like? How do you monitor cultural proficiency skills regarding classroom level behavior expectations and management? How are educators supported in working with families in a culturally proficient manner to address behavioral issues?*
11. *How effectively does your school support educators (teachers and educators in charge of discipline) by providing training on recognizing and responding to trauma, its impact, and the application of approaches, strategies, and supports that are trauma informed and designed to improve emotional regulation and pro-social behaviors and reduce undesirable behavior? (Q. 7)*
12. *What procedures are in place to ensure school personnel consider issues related to homelessness prior to taking disciplinary action?*
13. *How is your school utilizing School Resource Officers? Are expectations and training in place for SROs to work towards preventative as well as reactive services? How are these expectations communicated to school level employees? How are these expectations supported at the school level?*
14. *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 non-school-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 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.

Section V – Academic Supports

A. General Academic Supports

1. Do all teachers work in teams to coordinate instruction?
 - Yes, all or almost all do**
 - Most do
 - No, none or only a few do*
 - Unsure

2. Do all teachers work in teams to develop rigorous and engaging curricula?
- Yes, all or almost all do**
 - Most do
 - No, none or only a few do*
 - Unsure
3. Do teachers work in teams to discuss or problem-solve for individual students?
- Yes, all or almost all do**
 - Most do
 - No, none or only a few do*
 - Unsure
4. If you offer in-school suspension, are students required to work on assignments during this time?
- Yes**
 - Yes, unless they are actively engaged in counseling or restorative work**
 - No*
 - Unsure
5. 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, all or almost all our students do**
 - Only struggling students or those with special needs do
 - No, almost none of our students do*
 - Unsure
6. 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*
 - Unsure
- Note: Hopefully tutoring is available during at least two of these time periods, and even more.**
7. 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

- Differentiated instruction
- Small group learning
- Peer processing techniques e.g. “think aloud” or “pair and share” activities
- Unsure

Note: The more the better. Hopefully all the practices will be checked.

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

- Yes
- No
- Rarely
- Unsure

9. When high school students can demonstrate need, does your school arrange class schedules to accommodate the following?

a. Paid employment

- Yes
- No
- Unsure

b. Caring for younger siblings

- Yes
- No
- Unsure

c. Caring for other family members

- Yes
- No
- Unsure

d. Other extenuating life circumstances

- Yes
- No
- Unsure

10. What core classes such as math, language arts, social studies and science are available during the summer? (Select Yes, No, or Unsure)

Core Course	Was available last summer	Will be available next summer	Not available in the summer
a. Math	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
b. Writing	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
c. Science	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
d. Reading	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

11. Do you offer 12th grade interventions for students who are not college ready?

- Yes
- No
- Unsure

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

- Freshman Academy
- Freshman Seminar
- 9th Grade Advisement
- Summer Orientation
- Academic Support Classes
- New Student Buddy System, or similar program
- Other (please describe)
- Unsure

Note: The more the better. Hopefully at least three are being used.

General Academic Supports – Discussion Questions

1. *Is tutoring provided for students who are struggling academically? (Qs. 5, 6)*
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?*
5. *Social and Emotional 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 by school personnel? How are they integrated or aligned with PBIS efforts?*
6. *What level of collaboration occurs to align expectations and implementation between the ICAP, transition IEP and ALP (Advanced Learning Plan)?*
7. *If you offer in-school suspension, does the ISS room have the resources students need to work on current assignments? What resources might be missing? (Q. 4)*
8. *Understanding that “two heads are better than one,” are teachers encouraged to create joint lesson plans and homework assignments? Are teachers provided with common planning time to facilitate coordination? (Qs. 1, 2, 3)*

B. Individual Career and Academic Plans (ICAP)

1. Are school personnel aware that all secondary students are required to have Individual Career and Academic Plans (ICAP)?
 - Very aware**
 - Somewhat aware
 - Not aware of this
 - Unsure

2. Does a person at your school have the specific responsibility to support the effective implementation of ICAPs?
 - Yes**
 - No
 - Unsure

3. Does your school utilize College in Colorado, along with other postsecondary resources to assist them in the financial aspect of individual postsecondary planning?

- Yes
- No
- Unsure

4. Do your ICAP expectations include:

	Yes	Somewhat	No	Unsure
a. Self-Awareness	<input checked="" type="checkbox"/>			
b. Career Awareness	<input checked="" type="checkbox"/>			
c. Postsecondary Aspirations	<input checked="" type="checkbox"/>			
d. Postsecondary Options	<input checked="" type="checkbox"/>			
e. Environmental Expectations, which constitute an ecological system in which school, family, community, culture, and worldview influence the students' career development and post-secondary plans.	<input checked="" type="checkbox"/>			
f. Academic Planning	<input checked="" type="checkbox"/>			
g. Employability Skills	<input checked="" type="checkbox"/>			
h. Personal Financial Literacy	<input checked="" type="checkbox"/>			

5. Does your School Utilize the ICAP Program Readiness and Development Tool?

- Yes
- No
- Unsure

6. Does your school measure ICAP implementation?

- Yes
- No
- Unsure

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

- Yes
- No
- Unsure

8. 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
- Unsure

9. Are student Individual Career and Academic Plans (ICAPs) shared with professionals from other systems (juvenile justice, child welfare and foster care) upon request?
- Yes
 - No
 - We share ICAPs with some systems but not others
 - Unsure

Individual Career and Academic Planning: Discussion Questions

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”? (Q. 1)
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? (Qs. 3, 4, 8)
4. How are classroom teachers involved in the ICAP process? How do teachers integrate students’ ICAP information into their regular classroom instruction?
5. How have your district’s ICAP expectations been communicated to all school personnel?
6. What does school support of effective implementation of ICAPs look like?

C. Credits and Grades

1. How many students who were in grades 9 through 12 last year did not complete enough credits to advance to the next grade this year? (Enter a number or “unsure”.)
 - a. Grade 9 _____
 - b. Grade 10 _____
 - c. Grade 11 _____
 - d. Grade 12 _____

Note: Small numbers are good. Watch out for small numbers in 9, 10 and 11th grades, then a larger number in 12th. Consider the size of the school.

2. In your school, do students lose credit in a class, either by getting an incomplete or an “F”, when a specified threshold of unexcused absence is reached in that class regardless of the quality of their graded work?
 - Yes, by policy
 - Varies by teacher
 - No
 - Unsure
3. Can students make up classroom work and missing homework due to an EXCUSED absence?

- Yes, per policy**
- No, per policy
- Varies, teachers decide
- Unsure
4. Can students make up classroom work and missing homework due to an UNEXCUSED absence?
- Yes, per school policy**
- No, per school policy
- Varies, teachers decide
- Unsure
5. If classroom work and missing homework are turned in late, is there a school-wide policy as to what level of credit or letter grade students can receive for the work?
- Yes**
- No, this is a teacher decision
- Unsure
- Note: Students should receive enough credit that there is always an incentive for them to do the work.**
6. 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
- Unsure
7. Can students earn partial credit for courses?
- Yes, this is standard practice in our high school**
- Sometimes, but only in special cases**
- Never
- Unsure
- Note: This is particularly good option for transfer students or students who have experienced a serious health challenge.**
8. If your school uses an online grade and attendance posting program such as Infinite Campus or Power School, how often are teachers required to update it?
- At least every week**
- At least every two weeks
- Before mid-term and final grades must be submitted.*
- Not applicable/No online grade and attendance program
- Other: (Please define) _____
- Unsure

Note: It is in both students' and teachers' interest to post at least weekly so that parents can help make sure work gets done before a student is so behind there is no hope of catching up.

9. Do you refer students to another learning environment, such as online learning, or a different school if your educational setting is not appropriate for their needs?
- Yes, this is standard practice in our high school**
 - Sometimes, but only in special cases
 - Never
 - Unsure

Credits and Grades – Discussion Questions

1. What is the district guidance on grading policies? How often are these policies reviewed?
2. 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? (Qs. 2-7)
3. What/how are data used in decision-making for continuous improvement?
4. To what extent do teachers comply with guidance regarding the frequency with which they update your online attendance and grade posting program? Are efforts made to assess which parents have not logged in and ensure they know how? (Q. 8)

D. Arts

1. Are the appropriate personnel at the school level informed about the legislation (HB-10-1273) regarding visual and performing arts education in all Colorado public schools?
 - Yes**
 - No**
 - Unsure

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**
 - Unsure

3. Which courses in VISUAL ARTS are currently offered in your school? (Enter Yes, No or Unsure)

Visual Art Courses	Was offered last year	Yes, this is currently offered	Will be offered next year
a. Drawing			
b. Painting			
c. Ceramic Arts			

d. Sculpture			
e. Photography			
f. Graphic Arts			
g. Printmaking			
h. Media Arts			
i. Textiles			
j. Jewelry			
k. Fine Woodworking			
l. Glass Arts			
m. Electronic or Digital Design			

Note: Few schools will be able to offer all of these, but hopefully there is a selection of options with enough classes that students are not perpetually closed out due to oversubscription.

4. Which performing arts courses are currently offered in your school? (Enter Yes, No or Unsure)

Performing Art Courses	Was offered last year	Yes, this is currently offered	Will be offered next year
a. Dance – Ballet			
b. Dance – Tap			
c. Dance – Ballroom			
d. Dance – Latin			
e. Dance – Modern			
f. Dance – Break			
g. Dance - Other			
h. Instrumental music lessons			
i. Music theory			
j. Music appreciation			
k. Music composition and production			
l. Band/Orchestra - Open to everyone			
m. Band/Orchestra – Advanced, audition required			
n. Specialty instrumental groups, e.g. Big Band, Irish, Mariachi, etc.			
o. Choir – Open to everyone			
p. Choir – Advanced, audition required			

q. Specialty choirs, e.g. a cappella, girls only, boys only, etc.			
r. Acting			
s. Theater Production			
t. Video and film production			

Note: Few schools will be able to offer all of these, but hopefully there is a selection of options with enough classes that students are not perpetually closed out due to oversubscription.

Arts – Discussion Questions

1. Is arts integration pursued within your curricular planning? If NO, why not? If YES, to what degree? (Qs. 1, 2)

2. How broad are your visual and performance arts course offerings? Do you have unmet demand for arts classes as evidenced by oversubscribed classes? (Qs. 3, 4)

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.

E. Afterschool Activities

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

- Yes
- No
- Varies depending on available space
- Unsure

2. Do you offer afterschool clubs or teams in the following areas?

CLUB	YES	NO	UNSURE
a. Varsity sports			
b. Club sports in which anyone may participate			
c. Performance arts			
d. Visual arts			
e. STEM themed clubs			
f. Speech and Debate team			
g. Mock Trial			
h. Culturally themed clubs			

i. Yearbook			
j. Student newspaper			
k. Student leadership			
l. Other: _____			

Note: Schools may not offer all of these, but hopefully there is a selection of options and all students can participate in the activity of their choice.

3. Does your school currently support extra-curricular activities 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)

- Yes, for a range of activities and many students**
 Yes, but only in special cases
 No
 Unsure

Note: The fewer in-school options there are, the more important the off-campus options become.

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

- Yes*
 No
 Varies
 Unsure

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
 Unsure

Afterschool Activities – Discussion Questions

- Is action needed to strengthen enrichment opportunities? Expanded Learning? Arts Education?*
- 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? (Q. 2)*
- If fees are charged, what are the options for students who cannot pay the fees? How is this communicated to students and families? (Q. 4)*
- 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? (Q. 4)*

F. Graduation Guidelines

1. Are administrators and staff at your school aware that CDE implemented a new set of graduation guidelines that should be implemented for the graduating class of 2021?*

- Yes
- No
- Unsure

2. Have you seen the Graduation Guidelines Engagement Toolkit available at <http://www.cde.state.co.us/postsecondary/graduationguidelinesengagementtoolkit/>?

- Yes
- No

3. Where is your school in terms of implementing each of the new graduation guidelines?

	Adopt, Decide	Plan, Prepare	Already Implemented	Unsure
a. Concurrent enrollment				
b. District capstones				
c. Industry certificates				
d. International Baccalaureate diploma				
e. Minimum math and English SAT scores				
f. Accuplacer				
g. SAT				
h. ACT WorkKeys				
i. Compass with conditions				
j. Advanced Placement				
k. ASVAB				

4. Do you use “interest inventories” to help students guide their program choices in high school?

- Yes
- Sometimes
- No
- Unsure

5. Do school counselors in your school have a clear understanding of the minimum ACT and SAT scores required by local state and community colleges for admission without remediation?

- Yes**
- No*
- Unsure

6. Do junior and senior students in your school understand that minimum high school graduation requirements may not qualify them to attend local state and community colleges without remediation?

- Yes**
- No*
- Unsure

7. Does your school work with local two and four-year colleges and universities in addressing graduation guidelines regarding the areas of Math and Reading?

- Yes**
- No*
- Unsure

8. Has your school engaged in discussions with community colleges and/or universities regarding efforts to reduce remediation rates in the areas of reading and math?

- Yes**
- No*
- Unsure

9. What types of industry certificates are available in your school or district?

Example 1: _____

Example 2: _____

Example 3: _____

10. If there are costs associated with industry certifications, who pays?

- The student and his/her family*
- The school or district**
- Typically, the student and family, but some resources are available to assist low-income students
- Unsure

11. Does your school district require students to take a class in civics that covers both the national and the Colorado state governments?

- Yes**
- No*
- Unsure

Notes:

CRS 22-1-104 requires that students take a civics class as a requirement of high school graduation. (<http://www.cde.state.co.us/cosocialstudies/civcsgradreq>)

Graduation Guidelines – Discussion Questions

1. Which graduation paths are well-established at your school, and which need further development? Do you have an individual or a team tasked with developing additional pathways? What resources do those individuals need? (Qs. 3, 9)
2. What percentage of students choose one of the newly offered paths to graduation? Which paths do students gravitate toward? Why? (Qs. 3, 4, 9, 10)
3. At what point do you encourage students to select a pathway? When do reviews occur, and is it easy for students to change their minds? How are parents involved in the decision-making?
4. What skills do students in our community need to be successful in the 21st century? What skills do they need to be successful in the workplace? In college? In what areas are we doing a good job preparing our students? Where do we need to improve?

G. Concurrent Enrollment

1. Do students in your school have the option of earning college credit in concurrent enrollment classes?
 Yes
 Not yet, but we are working on this now. (Skip to Section H Work-based Learning, Question 1)
 No (Skip to Section H Work-based Learning, Question 1)
 Unsure (Skip to Section H Work-based Learning, Question 1)
2. Is there a written policy or procedure regarding eligibility and enrollment requirements for students interested in concurrent enrollment?
 Yes
 No
 Unsure
3. In our school, concurrent enrollment courses are open to students in the following grades as long as they meet prerequisites as determined by the credit-granting college. (Select all that apply.)
 9th
 10th
 11th
 12th
 Unsure

Note: CE should be open at least to 11th and 12th graders. If it is open to younger students who are advanced enough to be successful, that is great.

	9 th	10 th	11 th	12 th
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4. % of students attempting at least one Career and Technical Education course				
5. % of students attempting at least one Concurrent Enrollment Course				

Note: The more, the better, particularly among upperclassmen. Of course, pass rates matter as well.

6. Is there a cap on the number of concurrent enrollment credits a student can earn?

- Yes, we have an official cap.*
- We have an unofficial cap.
- No, we have no cap.**
- Unsure

7. Have you studied minority underrepresentation in enrollment in concurrent enrollment courses?

- Yes and we found meaningful differences
- Yes, but we found no meaningful differences**
- No*
- Unsure

8. Have you studied minority underrepresentation in enrollment in concurrent enrollment pass rates?

- Yes and we found meaningful differences
- Yes, but we found no meaningful differences**
- No*
- Unsure

9. Do you have a Concurrent Enrollment Cooperative Agreement with at least one college or community college that includes the following?

	YES	NO	UNSURE
a. How financial responsibilities will be shared	<input checked="" type="checkbox"/>		
b. What courses will be offered	<input checked="" type="checkbox"/>		
c. Where and how they will be offered	<input checked="" type="checkbox"/>		
d. Who will teach the courses	<input checked="" type="checkbox"/>		
e. If and how HS teachers and college faculty will collaborate	<input checked="" type="checkbox"/>		
f. Student access to college facilities	<input checked="" type="checkbox"/>		

10. Do you have teachers who are certified as adjunct faculty members at an affiliated college?

- Yes**
- No, but we have some teachers who are in the certification process
- No**
- Unsure

11. Do you create structured opportunities for concurrent enrollment students to learn about the ways in which college classes differ from high school classes? (E.g., the ratios of in-class to out-of-class time differ, the number of assessments is fewer, etc.)

- Yes, this instruction is mandatory for all concurrent enrollment students**
- We provide this information to concurrent enrollment students on a voluntary basis
- No, we have no formal opportunities for this**
- Unsure

12. If your students take concurrent enrollment classes on a college campus, do you have an advising program in which those students have check-ins at the high school and in which their course progress is monitored?

- Yes, we have a formal system**
- We do this informally
- No, the student is responsible for his/her own progress**
- Unsure

Concurrent Enrollment Discussion Questions

1. *Is your concurrent enrollment program an option for ALL students? What are the limitations for this program beyond the state requirements (only certain students, 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 given financial literacy support and instruction? Are individual student situations considered when advising students to participate in CE? Are these procedures written out? How are these expectations communicated to school personnel? (Qs. 1, 2, 3)*
2. *There are pros and cons to offering CE courses on the high school campus and offering them on the college campus. Have you considered both possibilities? Have you tried both, and compared the results in terms of enrollment, percent of students passing, and percent of students enrolling in college after graduation? Have you consulted students and families about their preferences? (Qs. 9, 10, 12)*
3. *What additional steps, if any, are needed to increase access and minority student participation in CE offerings? (Qs. 7, 8)*
4. *What recruitment efforts are in place to encourage students who might not see themselves as college-goers to take CE courses? And what support mechanisms are in place to get them ready to take and succeed in CE courses? (e.g. communicating entrance requirements, practice tests for placement purposes or guidance around GPA and correct preparatory courses) (Qs. 7, 11)*
5. *Do you have any structured methods by which parents are engaged in the CE program? Are parents given information on what college classes are like and how they differ from high school classes? On the benefits of CE? On ways to support their children in CE courses?*

Note:

C.R.S. 22-35-104 Concurrent Enrollment Act

Any qualified student enrolled in a district or BOCES high school, or a charter high school who has applied to the district and received permission may concurrently enroll in an institution of higher education. The Act furthermore states that “each local education provider shall annually notify all students and parents or legal guardians of students enrolled in the local education provider of the opportunity for concurrent enrollment by qualified students in postsecondary courses, including academic courses and career and technical education courses, which may include course work related to apprenticeship programs and internship programs.” Part 6 lays out requirements for a cooperative agreement between the district and the institution of higher education. Institutions of higher education are not required, but are strongly encouraged, to allow concurrent enrollment.

H. Work-based Learning

1. Do you offer high school credit for work-based learning experiences?
 - Yes, for all students who want it**
 - Yes, for some students
 - No, or only in exceptional cases*
 - Not yet, but we are working on this
 - Unsure

2. Do you have an individual or team with the responsibility to create work-based learning opportunities for students?
 - Yes, we have an individual (Ok for smaller schools)**
 - Yes, we have a team (Larger schools will need a team.)**
 - No*
 - Unsure

3. Is your work-based learning facilitator/team fully versed in the advantages and subsidies to employers who provide work-based learning opportunities?
 - Yes**
 - Partially
 - No*
 - Unsure

4. What degree of supervision does your school exercise over work-based learning programs that take place off campus?
 - We set them up in the beginning and check in with employers and students at the end.*
 - We check in with the employer at designated periods, but not with each student.
 - We check in with each employer and student regularly to monitor goals and progress toward meeting those goals.**
 - Other (please describe) _____
 - Unsure

5. Do you develop explicit learning objectives with structured activities to achieve them for each student and work-based experience?
- Yes, we do this for all our work-based experiences.**
 - It depends on the teacher supervisor and the situation.
 - No, we usually do not do this.*
 - Unsure
6. When do workplace performance assessments take place?
- At the end of the designated employment or internship period*
 - At regular intervals throughout the employment or internship period**
 - Whenever it seems there may be a problem
 - Unsure
7. Are workplace performance assessments linked to grades?
- Yes, but these are generally seen as easy "A's"
 - Yes, and we take the grading seriously**
 - No, these are pass/fail
 - Unsure
8. Are students carefully matched with workplace opportunities in their areas of interest?
- Yes, always or almost always**
 - Sometimes, when it works out
 - Students generally have to compromise quite a bit*
 - Unsure
9. Is there a culminating project or other demonstration of learning?
- Yes, always**
 - It depends on the staff person coordinating the placement
 - No, generally not
 - Unsure
10. Does your school or district provide transportation (either school busses, bus passes, etc.) to employment sites so that all students can participate?
- Yes, quite often (This is most important in rural areas without public transportation.)**
 - These options are limited
 - No. Students are responsible for their own transportation.*
 - Unsure
11. Is professional development regarding work-based learning curricula available for teachers?
- Yes, this is available to all teachers**

- Yes, to the teacher-team in charge of work-based learning**
- No, we have not had this.*
- Unsure

12. Do you provide work-based learning opportunities for students with disabilities?

- Yes, quite a few**
- Yes, some
- No*
- Unsure

13. Do counselors and work-based learning coordinators take care to ensure that work-based learning opportunities do not substitute for higher level courses?

- Yes**
- Sometimes
- No*
- Unsure

14. Does your school participate in (and receive the financial incentives associated with) the Career Development Success Pilot Program for students who complete a qualified industry program or AP course?

- Yes, we have begun implementing**
- Yes, we are in the planning phase
- We have decided not to participate yet*
- Unsure

Work-based Learning – Discussion Questions

1. *To what extent do your work-based learning opportunities incorporate curricula that include goals for both students and employers? To what extent do they include instruction from both teachers and industry-related individuals? How can these aspects be more broadly and deeply incorporated into your planning? (Qs. 1, 4, 5, 7, 9)*

2. *Many special education coordinators have considerable experience setting up and monitoring work-based learning opportunities. Are you taking full advantage of their expertise in setting up appropriate activities for other interested students? (Qs. 2, 12)*

3. *Do you have a full range of supports in place that allow students to participate in work-based learning opportunities? Are you making use of block scheduling and summer sessions? Do you provide or coordinate transportation? (Qs. 3, 10, 14)*

4. *Has your team considered all forms of work-based learning including paid work, unpaid internships, job shadowing, and school-based employment? Are team members aware of the advantages of paid positions over unpaid internships? (Q. 5, 11)*

5. *Are you communicating and sharing with other school districts to learn from them and/or assist them in developing work-based learning opportunities? Have you visited nearby school districts that are farther along in the process? How can you initiate some mutually beneficial relationships with other districts? (Q. 2, 11)*

6. *Are students required to reflect on their work-based learning in meaningful ways? Are these reflections geared toward helping students present their work experience and their skills to future employers or in college interviews? (Q. 4, 5, 6, 7)*

Notes:

C.R.S. 24-46.3-104 Career Pathways

Career Pathways legislation tasks “the state council to work collaboratively with the department of higher education, the department of education, the department of labor and employment, and the Colorado office of economic development to create the talent pipeline development infrastructure for use in creating career pathways for students.” It further requires that the council create at least one career pathway by the 2016-17 school year.

Part 2 defines apprenticeships as “a registered apprenticeship program with a written plan that is designed to move an apprentice from a low- or no-skill entry-level position to full occupational proficiency.”

C.R.S. 24-46.3-105 Innovative Industries Workforce Development Program

The Innovative Industries Workforce Development Program code states that internships are a way for high school students, particularly those from historically underrepresented communities, to learn about careers in innovative industries in preparation for seeking post-secondary education in high-need fields. It establishes stipends for business that create paid, high-level internships for high school students. It defines innovative industries as “advanced manufacturing, aerospace, bioscience, construction, electronics, energy and natural resources, engineering, and information technology industries, and any other innovative industry as determined by the department” of labor and employment.

C.R.S. 22-54-138 Career Development Success Pilot Program

“There is hereby created the career development success pilot program in the department of education to provide financial incentives for participating districts and participating charter schools to encourage pupils enrolled in grades nine through twelve to enroll in and successfully complete qualified industry-credential programs, qualified internship, residency, or construction industry pre-apprenticeship or apprenticeship programs, and qualified advanced placement courses. For the 2017-18 budget year and each budget year thereafter, each participating district and each participating charter school, as provided in subsection (5) of this section, may receive up to one thousand dollars for each pupil who, in the preceding budget year, successfully completes a qualified industry-credential program, qualified internship, residency, or construction industry pre-apprenticeship or apprenticeship program or qualified advanced placement course.”

For more information see <https://www.cde.state.co.us/postsecondary/hb16-1289>

I. Supporting Students Academically Off-Track

1. How many students in each grade right now are behind on credits? (Enter a number, proportion or “unsure”.)
 - a. 9th graders _____
 - b. 10th graders _____
 - c. 11th graders _____
 - d. 12th graders _____
 - e. 12th graders who may not graduate this year: _____

Note: Small numbers are good. Watch out for small numbers in 9, 10 and 11th grades, then a larger number in 12th. Take into consideration the size of the school.

2. Do you have supportive practices in place for off-track students, designed to increase their engagement in school?
 - Yes**
 - Some
 - Most of our interventions are punitive*
 - Unsure

3. When students fail a class, how do they regain credit?
 - They must take the entire class again the next semester.*
 - They can often regain credit via online classes, but they must repeat the entire class.
 - They can regain credit via online classes, and they can test out of sections in which they were already successful.**
 - Unsure

4. When transfer students are off track to graduate, do you make every effort to award credit for work and learning already accomplished?
 - Yes**
 - Sometimes
 - No; we can improve.*
 - Unsure

5. Do you routinely target supports to 12th grade students who need just a few extra credits to graduate?
 - Yes, always**
 - If we notice the credit deficiency in time
 - Not usually; there is not much we can do*
 - Unsure

6. In your school, how often do you retain struggling K-8 students in order to repeat their grade level?
 - N/A We have no K-8 students
 - Frequently*
 - Sometimes
 - Rarely**
 - Never**
 - Unsure

7. 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**
 - Unsure

Academically Off-track Students – Discussion Questions

1. *What supports do you have in place to help keep 9th graders on track during that critical transition year? Transition programs that help freshmen negotiate high school? A freshman wing or school-within-a-school? Freshman study period? Frequent monitoring of 9th graders' academic progress? How can you improve your freshman supports? (Qs. 2, 3, 5)*
2. *What do interventions for students “off-track to graduate” look like? Do they kick in soon enough to prevent dropout? (Qs. 1, 2, 3, 5)*
3. *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?*
4. *How are families involved in the decision-making process around retention and academic support planning?*
5. *Are school personnel aware of the research relating grade retention to increased dropout risk? If a student is retained, what remedial academic supports are provided? (Qs. 6, 7)*
6. *Are adequate interventions in place to support remediation? (Qs. 1, 7)*
7. *What policies in this area need revision to better support students?*
8. *Of the students who were retained last year, how many have made sufficient academic progress to be on grade level this year? Using what data do you verify that academic progress? How often does your school look at academic progress specifically for students who were retained? (Qs. 7, 8)*

J. Online Learning

1. Do students in your school have the option of earning credit in online classes?
 - Yes
 - Not yet, but we are working on this now. (Skip to Section K High School Equivalency, Question 1)
 - No (Skip to Section H High School Equivalency, Question 1)
 - Unsure (Skip to Section H High School Equivalency, Question 1)

2. Is your online model based on achieving competency rather than seat time?
 - Yes, it is entirely about competency**
 - We have both competency and seat time requirements
 - Our online courses proceed at a fixed pace, just like other courses.
 - Unsure

3. Do you incorporate multiple forms of assessment into your online courses, e.g. oral presentations, written papers, and visual projects, rather than just online quizzes and tests?
- Yes, we regularly utilize multiple forms of assessment**
 - We sometimes utilize multiple forms of assessment
 - No, we rarely utilize multiple forms of assessment*
 - Unsure
4. Are parents/guardians notified of student progress regarding online work? (Check all that apply.)
- Yes, we notify parents by email, phone call and/or written notice**
 - Yes, it is the same website for parents as our regular courses
 - Yes, but parents need to log into a different website
 - There is no formal mechanism of parent notification for online courses*
 - Unsure
5. Do you assess student readiness to determine if online is the best educational pathway for students?
- Yes, always or almost always**
 - Yes, usually
 - Sometimes
 - Not usually*
 - Unsure
6. Do you provide an orientation to students who are registering for an online class for the first time?
- Yes, always or almost always**
 - No, we have no orientation*
 - Unsure
7. For which of the following do you use online classes? (Check all that apply)
- Credit recovery
 - Advanced classes you would not otherwise be able to staff
 - Regular classes for any students who want them
 - Classes for students who have difficulty getting to school (e.g. due to health needs or childcare responsibilities)
 - Concurrent enrollment classes
 - Unsure

Note: There is really no right or wrong answer to this question. The issue is whether the school can significantly improve offerings by expanding its online capacity.

8. Do you have certified teachers for each subject area (Math, Language Arts, Social Studies, Science and Electives) responsible for supporting online students?
- Yes**
 - In part
 - No**
 - Unsure
9. Do you have a certified special education teacher responsible for supporting online students when needed?
- Yes**
 - No**
 - Unsure
10. Do you withdraw students from online courses for non-participation (i.e. not logging on or not completing work)?
- Yes, they are informed that it happens automatically after a certain period of time*
 - Yes, but we make sure they receive live warnings (not emailed) ahead of time
 - We rarely do this**
 - No**
 - Unsure
11. Do you have a tiered system of interventions for students who are not achieving or working regularly?
- Yes, this is fully in place**
 - This is partially in place
 - No**
 - Unsure
12. Can students earn credit toward graduation through online learning mechanisms?
- Yes, for all classes**
 - Yes, but only for a few classes
 - No**
 - Unsure

Online Learning – Discussion Questions

1. What is involved in accessing online learning mechanisms? Is there a fee? Is there an assessment? Is there a registration process? Is there an effective orientation that covers the mechanics of the online system AND provides coaching on maintaining momentum and engagement? (Qs. 5, 6)

2. Do you have an effective method of recording attendance in your online program? Is your method linked to progress in the curriculum and not just hours logged in? (Qs. 2, 10)

3. What is the process for reaching out to students who are not logging in? How does the school support students who are off-track with online coursework? How are families incorporated into this process? (Qs. 4, 11)

K. High School Equivalency

1. When students withdraw from your school, stating their intent to pursue a high school equivalency degree, do you have a process to:

a. Verify that they enroll in a preparatory program?

Yes No Unsure

b. Track their progress in the program?

Yes No Unsure

c. Record their successful completion?

Yes No Unsure

2. The Colorado State Board of Education made a determination in 2016 to recognize two new high school equivalency tests - the TASC and the HiSET - as suitable to demonstrate high school equivalency. For which of the assessments do you offer preparatory classes? (Check all that apply.)

GED

HiSET

TASC

None of these

Note: The schools themselves may not offer preparatory classes, but as long as there is a local place to which they refer students, that "counts." Hopefully students have a choice of tests and someone who can help them decide which is best.

3. To which of the tests do you refer students? (Check all that apply.)

GED

HiSET

TASC

None of these

Note: Hopefully at least two of the three are available.

4. Have you, or has someone in your school, investigated the pros and cons of the three assessments?

Yes

No

Our school is working on this now

Unsure

5. Have you, or has someone in your school, examined the content of all three assessments?
- Yes**
 - No*
 - Our school is working on this now
 - Unsure
6. In your school, are students struggling with attendance, behavior or academics advised to seek a high school equivalency degree? (Check all that apply)
- Never as long as they are still enrolled
 - Sometimes, if they are persistently disruptive
 - Sometimes, if they need to work
 - Sometimes, if they struggle academically
 - Sometimes, if they are unable to change their attendance patterns after repeated interventions
 - Sometimes, if they have already attempted other alternative educational options.
 - Sometimes, if they are significantly overage and under-credited.
 - No
 - Unsure
- Note: The point here is that the school should never push difficult students into equivalency programs just because they are difficult, either in terms of academic advancement or behavior. However, if the school has tried and been unable to prevent a student from dropping out, an equivalency degree is much better than no degree. Seek the balance.**
7. Is there a written policy or procedure to address how and when to advise students to seek a high school equivalency degree?
- Yes**
 - No*
 - Unsure
8. 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?
- We always counsel the student to stay and complete a regular high school degree if he/she is willing.**
 - Those students are rarely able to finish, so the best thing we can do is refer them to an equivalency program.*
 - We refer them to another local program where they can get regular high school degree.
 - Unsure

9. Do you have equivalency degree testing centers at your school, and if so, have they been approved as designated testing centers by CDE? (Check one per row)

	No	Yes, CDE Approved	Yes, Not CDE Approved
a. GED		<input type="checkbox"/>	
b. HiSET		<input type="checkbox"/>	
c. TASC		<input type="checkbox"/>	

Note: All centers should be CDE approved.

10. Does your school use any of the high school equivalency tests as final assessments with which students are issued regular high school diplomas?
- No, we do not do this**
 - Yes, we use equivalency tests as alternatives to standard requirements in special circumstances
 - Yes, we often use equivalency tests as alternatives to standard requirements*
11. If you offer equivalency degree preparation programs, what are the qualifications of the instructors?
- N/A: We do not offer these programs
 - They are all licensed teachers**
 - They are a mix of licensed teachers and paraprofessionals
 - They are paraprofessionals*
 - Unsure
12. All three equivalency degrees have associated fees. Do you help students cover the cost of those fees when needed?
- Yes, we have a fund for this**
 - Sometimes, but not typically
 - No*
 - Unsure

High School Equivalency – Discussion Questions

1. *If there is a written policy or procedure addressing how and when to advise students to seek an alternative degree, how often is this policy or procedure actively followed? How often and under what circumstances is the policy waived? Is your policy or procedure informed by best practices with a full understanding of students' chances of success in high school equivalency testing, for example, in consideration of student's current academic achievement level? Do you consider a student's ability to pay for the test? (Qs. 6, 7, 8, 12)*
2. *Has someone on your staff thoroughly investigated the content and testing options for all three equivalency tests recognized by the state of Colorado? Are all staff involved in counseling students been brought up to speed regarding all three tests? Are appropriate referrals being made? (Qs., 3, 4, 5)*

3. Do you include the student and his/her family when making a determination regarding the student's chance of success on the high school equivalency test? (Q. 12)

4. Are you aware of all supporting programs that can help your students prepare and successfully complete their high school equivalency tests, and do you have an ongoing, collaborative relationship with these programs? (Q. 1, 2, 9)

Section VI - Supporting Students with Special Needs

A. Students with Disabilities

1. Are there school policies or procedures to support screening or early identification of potential disabilities or conditions that can impede learning and increase the probability of dropout?
 - Yes, and our procedures are effective in most cases**
 - Yes, but our procedures are inadequate or not followed thoroughly
 - No, not really*
 - Unsure

2. Does your school exhaust all Multi-Tiered System of Support Interventions prior to the IEP eligibility meeting?
 - Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure

3. Does your special education team utilize an interest inventory to determine transition goals for students who receive special education services?
 - Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure

4. Does your IEP team utilize the SMART (Specific, Measurable, Attainable, Realistic, Timely) model to write IEP goals?
 - Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure

5. With regard to Indicator 13, do you use transition assessments to formulate the goals set out in the IEP?
- Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure
6. Are the student and family involved in creating IEP goals?
- Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure
7. Does your IEP team use the transition assessment findings to develop postsecondary goals (PSGs) in the areas of education/training, career/employment, and independent living?
- Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure
8. Does your Special Education Team utilize progress monitoring at least weekly?
- Yes**
 - We/They monitor frequently, but not weekly
 - No*
 - Unsure
9. Does your Special Education Team have student led IEP meetings?
- Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure
10. Is there an administrator present at all IEP meetings?
- Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure

11. Are post-secondary goals visited with the student/parent at least annually?
- Yes, always**
 - Yes, usually
 - Yes, sometimes
 - No, not often*
 - Unsure
12. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
- Yes**
 - No*
 - Unsure
13. Do you provide work-based learning opportunities for students with disabilities who are probably not college-bound?
- Yes, regularly**
 - Yes, sometimes
 - No, not often* [SKIP TO QUESTION 15]
 - Unsure [SKIP TO QUESTION 15]
14. Are these work-based learning opportunities ...
- a. ... Credit-bearing?
- Always or almost always**
 - Sometimes
 - Rarely or never*
 - Unsure
- b. ... Aligned with Indicator 13 that guides postsecondary transition goals in the areas of training, education, employment, and, where appropriate, independent living skills? (<https://www.cde.state.co.us/postsecondary/iep-indicator13checklist>)
- Always or almost always**
 - Sometimes
 - Rarely or never*
 - Unsure
- c. ... Arranged with input from the parent/guardian and student?
- Always or almost always**
 - Sometimes
 - Rarely or never*
 - Unsure

15. Are students with disabilities enrolled in Career and Technical Education courses within your school/district?
- Yes, regularly**
 - Yes, sometimes
 - No, we do not have enough of these programs*
 - Unsure

Students with Disabilities - Discussion Questions

1. Are secondary special education teachers familiar with the National Technical Assistance Center on Transition's Taxonomy for Transition Planning 2.0? Do they utilize it fully? If not, how could you make more effective or thorough use of this tool?
2. Has the school/district completed the Predictor Implementation Self-Assessment Tool to evaluate its secondary transition program and practices? If so, have you effectively used the results to improve your practices?
3. Is the school/district familiar with the CDE Secondary Transition Continuum? If so, has it been used effectively to assist with program planning?
4. Are families routinely involved in IEP meetings, setting goals, arranging work experiences, and investigating career and technical education options? (Qs. 6, 11, 14, 15)

B. English Learners

1. Does your district provide specific data and/or technical assistance to your school about your English Learners (EL) in order to drive decision-making at the school building level?
 - Yes**
 - No*
 - Unsure

2. Colorado schools are required to take an evidence-based approach toward English language acquisition. Is your program being implemented with fidelity?
 - Yes, by all relevant teachers**
 - Yes, by some of the relevant teachers, but not by others
 - No*
 - Unsure

3. Does your school have policies or procedures that classroom teachers must follow regarding reasonable accommodation for EL students such as extended time, take-home tests, tutoring support etc.?
 - Yes**
 - To some extent
 - No*
 - Unsure

4. Do you provide work-based learning opportunities for EL students?
- Yes, quite a few**
 - Yes, some
 - No**
 - Unsure

English Language Learners – Discussion Questions

1. *How and how effectively is your school's evidence-based approach to English language acquisition monitored to ensure fidelity? Do improvements need to be made? (Q. 2)*
2. *Your district should have policies or procedures that classroom teachers must follow regarding reasonable accommodation for EL students such as extended time, take-home tests, tutoring support etc. How are these accommodations monitored to ensure compliance? Is the monitoring effective and is it used to support teachers as well as students? (Q. 3)*
3. *How is English language learning professional development monitored for effectiveness? (Q. 1)*
4. *How are culturally responsive practices (both instructional and administrative) promoted and supported with school level educators who work with EL students?*
5. *How are the families of EL students engaged in the school community? Are parents of EL students given an adequate orientation to your school so that they understand the expectations placed on their children? How can your outreach efforts be improved?*

C. Students with Health Needs

1. Do you have a school based health center?
 - Yes**
 - No**
 - Pending, one is planned
 - Unsure

2. Do you have a full-time school nurse?
 - Yes**
 - No**
 - Unsure

3. 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**
 - Unsure

4. 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*
 - Unsure
5. Are all possible accommodations made for students with health needs to ensure they are able to complete regular high school degrees?
- Yes, we work hard on this**
 - Sometimes
 - Not usually*
 - Unsure
6. Do you use any of the following options for students with ongoing health needs?

	Yes	Sometimes	No	Unsure
a. Flexible scheduling	<input checked="" type="checkbox"/>			
b. Part-time enrollment	<input checked="" type="checkbox"/>			
c. Online learning options	<input checked="" type="checkbox"/>			
d. Self-paced educational options	<input checked="" type="checkbox"/>			
e. Tutoring	<input checked="" type="checkbox"/>			
f. Health and other community service referrals	<input checked="" type="checkbox"/>			

7. Do you take care to ensure that students with documented health needs are not penalized by the accrual of unexcused absences?
- Yes, always**
 - Yes, but only when doctors' notes are submitted
 - No, we do not have a good system for preventing this*
 - Unsure
8. Do all staff receive some level of mental health training that helps them reduce stigma, recognize warning signs, and know how and when to access resources and supports, e.g. Mental Health First Aid?
- Yes, all or almost all of our staff have received training**
 - Some of our staff have received training
 - Few or none of our staff have received training*
 - Unsure

Student Health Care – Discussion Questions

- 1) *In your school, are student’s health needs met adequately by the community resources available to them?*
- 2) *What health services are provided in your school? What is missing? (Qs. 1, 2)*
- 3) *If a student is repeatedly absent due to health problems, how is that addressed? (Qs. 4, 5, 6, 7)*
- 4) *How and how effectively are school nurses involved in addressing barriers to learning? (Qs. 2, 3)*
- 5) *How are school counselors, school psychologists and school social workers supported in implementing best practices that meet students’ mental and social/emotional needs in order to address barriers to learning? (Q. 8)*
- 6) *Are there effective interventions geared toward students at all levels of need? In other words, do you have school-wide emotional health programs, and interventions at tiers two and three? Who is involved in determining which best practices should be followed when supporting students with more intensive needs? What evidence is used to define a ‘best practice’ and measure fidelity and outcomes at each level? (Qs. 5, 6)*
- 7) *How is cultural responsiveness promoted and supported among school employees who work with students on their health needs? Are practices adequate to ensure students have equal access to resources? (Qs. 4, 8)*
- 8) *How are families involved in addressing student health care needs, particularly with older students?*
- 9) *Do you have a partnership with a local mental health care agency? Is it as effective as it could be, and if not, how could it improve?*

D. Mobile Students (Including highly mobile, homeless, migrant, foster care and immigrant students)

1. How many students enrolled in your school last year between October 15th and May 30? _____
2. How many students transferred out of your school last year between October 15th and May 30? _____
3. Does a person at your school have the specific responsibility to support student transfer processes?
 - Yes**
 - No**
 - Unsure
4. Does someone at your school have regular contact with your district’s Homeless Liaison and Child Welfare Education Liaison?
 - Yes**
 - No**
 - Unsure

5. 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*
 - Unsure
6. Do you have a plan to address your school's mobility rate?
- Yes**
 - Somewhat, we are working on this issue now
 - No*
 - Unsure
7. When a student leaves your school, is there a uniform process for verifying that the student has enrolled in another school?
- Yes, we always verify enrollment elsewhere before coding students as "transfer".**
 - Yes, in theory, but there are gaps in practice.
 - No*
 - Unsure
8. Are you in full compliance with HB 17-1301, signed in May 2017, which says you cannot withhold academic records for students transferring out of your school as a result of overdue fines?
- Yes**
 - No*
 - Unsure
9. Do you have strategies in place to assist transfer students...
- ... when they arrive?
 - Yes** To some extent *No* Unsure
 - ... in the classroom?
 - Yes** To some extent *No* Unsure
 - ... when they leave?
 - Yes** To some extent *No* Unsure
10. Does your school have welcome packets for new students and parents?
- Yes**
 - No*
 - Currently in development
 - Unsure

11. How quickly does your school reach out to personally contact parents/guardians of transfer students?
- Within a few days**
 - Within the first week
 - We do not make a point of doing this*
 - Unsure
12. Can students who enroll in your high school mid-year or mid-course earn credit for demonstrating mastery of the course material?
- Yes**
 - No
 - Rarely*
 - Unsure
13. Do you regularly compare academic growth scores among transfer students to those of non-transfer students?
- We do this every year**
 - We do this every few years
 - We have not done this*
 - Unsure
14. Does your working definition of “homeless youth” include students who lack fixed, regular, and adequate nighttime residence such as those who live in shelters, hotels, are living with relatives, and those who are doubled up in single housing units?
- Yes**
 - Not entirely
 - No*
 - Unsure
15. When students have been to multiple schools, it can be difficult to reconcile transcripts. Do you routinely use alternate measures of learning to give these students as much credit as possible and ensure their current instruction fills in gaps rather than repeats previously mastered skills?
- Yes! Transfer students rarely lose any credit.**
 - Yes. We try to minimize credit loss.
 - Transfer students almost always lose a meaningful amount of credit.*
 - Unsure
16. Does your school engage highly mobile students in summer activities designed to mitigate summer slide?
- Yes, we go out of our way to do this.**
 - They can choose to sign up for summer activities like any other student.
 - We do not get involved with summer activities.*
 - Unsure

17. Does your school offer newcomer classes for recently immigrated students?
- Yes**
 - No*
 - Unsure
18. Does your school offer a special orientation for parents of recently immigrated students?
- Yes, we have an orientation with effective translation services and it works well**
 - We have one, but it is only partially adequate
 - No, we have no special orientation for immigrant parents* (skip Q. 19)
 - Unsure (skip Q. 19)
19. Does your orientation for recently immigrated parents include the following information? (Check all that apply.)
- School attendance laws
 - Legitimate reasons for school absence and examples of unexcused absences
 - Transportation to school
 - What to do when your child is ill
 - School fees and fee waivers
 - ELL services at school
 - Credits and credit accumulation
 - Graduation requirements and alternative paths to graduation
 - Extracurricular activities for students
 - Community resources
 - Unsure
- Note: Most of these boxes should be checked, except Unsure. Any of this information that is not included in the orientation can easily be added.**
20. 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**
 - Excused as long as official documentation is provided**
 - Unexcused*
 - Unsure
21. 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*
 - Unsure

22. Does your school routinely inform other system professionals such as probation officers, Guardians ad Litem, caseworkers or special advocates when students on their caseloads are struggling with attendance, behavior or academics?
- Yes, routinely**
 - Sometimes
 - No, this would be very unusual*
 - Unsure
23. When students enter your school from detention or residential treatment, are they automatically placed on behavior contracts?
- Yes**
 - No*
 - Unsure
24. Are IEP's shared with professionals from other systems upon request?
- Yes**
 - No*
 - Unsure
25. Are student Individual Career and Academic Plans (ICAPs) shared with professionals from other systems upon request (e.g. child welfare caseworkers, GALs, etc)?
- Yes**
 - No*
 - Unsure
26. 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*
 - Unsure
27. By law (ESSA, 22-32-138), schools must be informed when a child has been in foster care. Do you provide special supports to these children to ensure they are placed in appropriate classes, get extra academic support, have their social and emotional needs met, have access to extracurricular activities and have carefully thought out ILPs?
- Yes, we do a good job**
 - Partly.
 - We are working on this.
 - No*
 - Unsure

28. Does someone at your school have the specific responsibility to support FERPA compliance with school employees in their communication with other system professionals?
- Yes**
 - No*
 - Unsure
29. Do you have a full-time Child Welfare Education Liaison in your school district whose sole responsibility is to ensure educational success for children in foster care?
- Yes, our district has one.**
 - Yes, our BOCES has one.**
 - We have a Child Welfare Liaison, but that person also has other responsibilities
 - No, we do not have a Child Welfare Liaison.*
 - Unsure
30. Do school personnel know who your district's designated Child Welfare Education Liaison is and how to contact him/her?
- Yes, all or almost all do**
 - Some do
 - No, most do not*
 - Unsure
31. Does your Child Welfare Education Liaison make active connections with community resource providers?
- Yes!**
 - To some extent
 - No*
 - Unsure
32. Does your Child Welfare Education Liaison make an effort to be a voice at the community table in support of children and families experiencing life challenges?
- Yes!**
 - To some extent
 - No*
 - Unsure
33. Do you routinely address emotional goals stemming from trauma in addition to academic learning goals?
- Yes!**
 - To some extent
 - No*
 - Unsure

34. Are your school administrators aware that Federal law requires the immediate transfer of school records for children in foster care, rather than the five days still written into Colorado law?
- Yes, and we are in full compliance**
 - Yes, and we are working on this
 - No**
 - Unsure

Mobile Students – Discussion Questions

1. *How does mid-year enrollment of new students impact your school? What factors contribute to the high number of mid-year enrollments in your school? (Qs. 1, 2, 6, 9, 13)*
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.)? (Qs. 3, 5, 7, 8, 9, 34)*
3. *Does your school track students with special needs (including students with health issues) 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? (Qs. 25, 26)*
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? What supports or supplemental services (if any) are needed? What specific assessment tools are used? What processes are in place? (Qs. 3, 9, 10, 11, 15, 18, 19, 21, 23, 27, 34)*
5. *What can be done in your school to support a positive transition for students that enroll after the start of the school year? What, if any, systematic peer support programs are in place? (Qs. 9, 10, 11, 16, 24, 25)*
6. *What can be done in your school to support the social and emotional needs of highly mobile students? What, if any, social emotional supports are available at your school (e.g. support groups, individual supports from school counseling, school social worker or school psychologist supports, etc.). (Qs. 15, 17, 20, 22, 26, 27, 33)*
7. *How is cultural responsiveness promoted and supported for all school level employees who work with students and families in transition?*
8. *To what degree might your school environment, particularly as it relates to disciplinary procedures, school climate, and bullying, be an inadvertent catalyst for excessive transfers out of your school? Do you have data that might illuminate such problems? (Qs. 1, 2, 6)*
9. *What is the process to ensure that school personnel are adequately informed about the McKinney-Vento Act (Title IX, Part A of the Every Student Succeeds Act) and the role the school must play to ensure educational stability for students who are identified as homeless, including remaining in their school of origin, transportation to school, immediate enrollment, and expedited records transfer? (Qs. 4, 14)*
10. *What is the process to ensure that school personnel are adequately informed about the foster care provisions in the Every Student Succeeds Act and C.R.S. 22-32-138 regarding students in foster care? What role does the school play to ensure educational stability, immediate enrollment, immediate transfer of records, sharing of student information, etc.? (Qs. 4, 28, 29, 30)*

11. *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? (Qs. 22, 24, 25, 28)*
12. *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? Is there a transition meeting to assess for student needs that may impact academic performance? Are families involved in transition planning? (Qs. 21, 22, 23, 26, 33)*
13. *Does your district have policies and procedures to guide schools regarding requests for student records made by professionals from other systems such as probation, social workers, and Guardians ad Litem? Are the appropriate school personnel aware of those policies and procedures? Are they followed?*
14. *Are personnel at your school adequately informed about Colorado's education neglect statute and how it can be used to support student attendance?*
15. *Three major pieces of legislation guide schools' services to youth in foster care. The Fostering Connections to Success and Increasing Adoptions Act of 2008 amends 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. Foster care provisions included in the Every Student Succeeds Act (ESSA) 42 U.S.C. § 675(1)(G)(ii). The Colorado State Statute governing foster care youth is C.R.S. 22-32-138. What is the process to ensure that district and school personnel are adequately informed about the requirements of these provisions? 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. (Qs. 29, 30, 31)*

Notes:

22-1-102.5. Definition of Homeless Child

A school-aged child who lacks a fixed, regular, and adequate nighttime residence, including but not limited to: a child who is living in a motel, hotel, or camping ground due to a lack of alternative adequate accommodations; a child who is living in an emergency or transitional shelter; a child who is abandoned in a hospital; or a school-aged child who has a primary nighttime residence that is: a supervised, publicly or privately operated shelter designed to provide temporary living accommodations, including welfare hotels, congregate shelters, and transitional housing for persons with behavioral or mental health disorders; an institution that provides a temporary residence for individuals intended to be institutionalized; or a public or private place not designed for, nor ordinarily used as, a regular sleeping accommodation for human beings, including but not limited to an automobile, a park, an abandoned building, a bus or train station, or a similar setting. "Homeless child" shall not include any individual imprisoned or otherwise detained pursuant to an act of congress or a state law. "Homeless child" shall include a migrant school-aged child who meets the requirements of this subsection. "Homeless child" shall include a school-aged child who meets the requirements of this subsection who is not in the physical custody of a parent or legal guardian.

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.

C.R.S 22-32-138 Students in Out-Of-Home Placement

This act defines a student in out-of-home placement as “a child or youth who is in foster care and receiving educational services through a state-licensed day treatment facility or a child or youth who is in placement out of the home” The term “shall also include a child or youth who transfers enrollment as a result of being returned to his or her home at the conclusion of out-of-home placement.” Furthermore, it requires that every school district or charter school designate a child welfare education liaison who will be “responsible for working with child placement agencies, county departments, and the state department to facilitate the prompt and appropriate placement, transfer, and enrollment in school of students in out-of-home placement within the school district or who are enrolled or enrolling in institute charter schools.” More specific duties are laid out in the rest of the act.

E. Pregnant/Parenting Students

1. What academic counseling do you generally provide to pregnant/parenting students?

If parenting students are close to graduating we encourage them to complete a regular high school degree

If parenting students are missing more than one year of credits, we suggest an alternative education program where they can earn a regular high school degree.

If parenting students are missing more than one year of credits, we suggest a high school equivalency degree program.

Other: _____

Unsure

Note: The important thing here is that pregnant and parenting students not be made to feel unwelcome or unsupported in their home school. If they want to stay and are able to keep up with reasonable accommodations, they should be allowed to do so. On the other hand, alternative schools can be wonderful educational settings.

2. Do you refer pregnant or parenting students to supportive services in the community?

Yes, and the services are good

Yes, but the services are inadequate

No

Unsure

3. Do parenting students have access to childcare at any school in your district?
- Yes, and transportation is provided**
 - Yes, but transportation is not provided
 - No, but a childcare provider is located nearby
 - No**
 - Unsure

Pregnant/Parenting Students – Discussion Questions

- 1) *If your school has a policy or procedure regarding how to advise pregnant and/or parenting young adults, how often is it followed? How often is this policy waived? (Q. 1)*
- 2) *How flexible are you in accommodating the needs of pregnant and parenting students? For example, do you allow student parents to carry cell phones to communicate with caretakers? Do you accommodate nursing or pumping needs? Do you allow flexibility in deadlines? (Qs. 2, 3)*
- 3) *Do you have credit bearing courses that help students in their parenting roles? Does the content cover age appropriate behavior for young children? Appropriate and inappropriate discipline? Infant and child safety and health? Other?*

F. System Involved Youth

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**
 - Excused as long as official documentation is provided**
 - Unexcused**
 - Unsure

2. 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**
 - Unsure

3. Does your school routinely inform other system professionals such as probation officers, Guardians ad Litem, caseworkers or special advocates when students on their caseloads are struggling with attendance, behavior or academics?
 - Yes, routinely**
 - Sometimes
 - No, this would be very unusual**
 - Unsure

4. When students enter your school from detention or residential treatment, are they automatically placed on behavior contracts?
- Yes**
 - No*
 - Unsure
5. 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*
 - Unsure
6. Are IEP's shared with professionals from other systems upon request?
- Yes**
 - No*
 - Unsure
7. Are student Individual Career and Academic Plans (ICAPs) shared with professionals from other systems upon request (e.g. child welfare caseworkers, GALs, etc.)?
- Yes**
 - No*
 - Unsure
8. 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*
 - Unsure
9. Does someone at your school have the specific responsibility to support FERPA compliance with school employees in their communication with other system professionals?
- Yes**
 - No*
 - Unsure
10. Do you routinely address emotional goals stemming from trauma in addition to academic learning goals?
- Yes!**
 - To some extent
 - No*
 - Unsure

System Involved Youth– Discussion Questions

1. 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? (Qs. 5, 9)
2. 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? (Qs. 3, 6, 7, 9)
3. 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? Is there a transition meeting to assess for student needs that may impact academic performance? Are families involved in transition planning? (Q. 2)
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 support student attendance and enforce this provision? (Q. 1, 3, 5, 9)
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, and Guardians ad Litem? (Q. 3, 6, 7, 9)
6. Are personnel at your school adequately informed about Colorado's education neglect statute and how it can be used to support student attendance?

G. Reengaging Dropouts

1. What is the most likely response to a dropout who wants to return but lacks at least one full year of credit to graduate?
 - Enroll immediately**
 - Enroll at beginning of the next semester
 - Assess the challenges the student is likely to face, then notify the student of your decision*
 - Place student on a waiting list for an alternative setting that would be a "fit"*
 - Enroll immediately in online credit recovery and wait for an alternative education seat to open up
 - Other (please describe)
 - Unsure

Note: *Any answer that indicates the school might not be welcoming and encouraging when a dropout wishes to return is problematic. **Enrolling these students right away is the best option. If the semester is more than a couple weeks underway, an online credit recovery option might be best, so the student can enroll in regular classes at the beginning of the next semester.***
2. When dropouts return to your school, is a person specifically responsible for tracking their progress and checking in with them regularly?
 - Yes**
 - In some cases, but not routinely

- No*
- Unsure

3. Does your school 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 describe)
- Unsure

4. Do you routinely counsel returning students about the new graduation guidelines to help them update their ICAPs?

- Yes**
- Sometimes
- No*
- Unsure

Reengaging Dropouts – Discussion Questions

1. When a student drops out of your school, what is the process to follow up? How many absences may a student accumulate before you code him/her as a dropout?
2. How are staff notified when students drop out? How is this information communicated to families?
3. Does your school and/or district currently offer 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 your school, what does family communication and planning look like to support the student?

Section VII

A. Family Partnerships

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.

<p>National Standards for Family-School Partnerships <i>Recommended by State Advisory Council for Parent Involvement in Education (SACPIE) and endorsed by CDE</i></p>	<p>Level of Activity Not occurring Rarely occurs Occasionally occurs Frequently occurs Unsure</p>
<p>a. 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.</p>	<p>Frequently occurs</p>

b. Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.	Frequently occurs
c. 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.	Frequently occurs
d. 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.	Frequently occurs
e. 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.	Frequently occurs
f. 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.	Frequently occurs

2. Is there a person who has the specific responsibility to support family involvement at the school level?
 - Yes**
 - No**
 - Unsure

3. In your school, is family engagement recorded and/or measured?
 - Yes**
 - Sometimes
 - No**
 - Unsure

4. 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”?
 - Yes, and we always or almost always incorporate parent input**
 - Yes, but it doesn’t always work that way
 - No**
 - Unsure

5. 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*
 - Unsure
6. Do families participate in extra-curricular planning and support for their students?
- Yes, often**
 - Sometimes
 - Not usually*
 - Unsure
7. 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*
 - Unsure
8. If your school uses an online grade and attendance posting program, does your school monitor the logins and take active steps to make sure all parents/guardians know how to access the system?
- Yes, we make sure at least one parent/guardian has logged in for each student at least once.**
 - Every parent/guardian has a login, but we do not monitor who has accessed the system.
 - Parents and guardians do not have logins.*
 - Unsure
9. If your school uses an online grade and attendance posting program such as Infinite Campus or Power School, how often are teachers required to update it?
- At least every week**
 - At least every two weeks
 - Before mid-term and final grades must be submitted.*
 - Not applicable/No online grade and attendance program
 - Other: (Please define) _____
 - Unsure

10. Do you send information to multiple parents/guardians in the case of split households?
- Yes, routinely upon parental request**
 - Sometimes
 - No, our computer system does not accommodate multiple contacts and addresses*
 - Unsure
11. 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
 - Unsure
12. How quickly does your school reach out to personally contact parents/guardians of transfer students?
- Within a few days**
 - Within the first week
 - We do not make a point of doing this*
 - Unsure
13. Does your school offer a special orientation for parents of immigrant students?
- Yes, we have an orientation with effective translation services and it works well**
 - We have one, but it is only partially adequate
 - No, we have no special orientation for immigrant parents*
 - Unsure

Family Involvement & Support Services: Discussion Questions

1. *What methods are used 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.) (Qs. 8, 9, 10)*
2. *What strategies are working well to engage families? How can those strategies be expanded? What additional strategies might work? (Qs. 1, 3)*
3. *How well does your school support students and families during difficult life circumstances? How do school personnel know about difficult life circumstances that students are experiencing? Is there a team or individual that coordinates or tracks support for these students? (Qs. 1, 2)*
4. *SB 13-193 requires each district of more than 1,000 students 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? (Q. 2)*
5. *How are culturally responsive parent and family involvement and engagement practices promoted and supported? In your school, is there a common understanding of what parent and family involvement and engagement look like? (Qs. 10, 11, 12, 13)*

6. *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? (Qs. 4, 5, 6, 7)*
7. *What does preventative, two-way communication with families look like regarding the importance of attendance and how families and schools will work together to encourage excellent attendance? How and how effectively do teachers and other staff members reach out to families and students when an attendance problem arises? (Qs. 5, 7, 10)*
8. *What early intervention processes are in place for classroom teachers to partner with students and families when work is missing? Is there written documentation (a policy or procedure) guiding these early intervention processes? Is it up to parents/guardians to find out for themselves when work is missing, or do they receive more proactive notification? (Q. 5)*
9. *How are families involved in the decision-making process around retention and academic support planning? (Qs. 4, 5, 11)*
10. *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? (Q. 4)*
11. *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.)?*
12. *When dropouts return to your school, what does family communication and planning look like to support the student?*