

# Approved Facility School Monitoring Checklist/Report

**Facility Name:**

**Date of Monitoring Visit:**

**Date of Report:**

**Monitoring Team:**



## Introduction

The Colorado Department of Education, Facility Schools Unit is responsible for implementing and comprehensive monitoring system in order to gather, analyze, integrate and report ongoing information about policies, procedures and practices related to the education of children and youth placed in approved facility schools. More detailed information about the monitoring procedures is available in the document “Facility Schools Unit Monitoring Procedures” on the Facility Schools Unit web page: <http://www.cde.state.co.us/cdesped/facilityschools.asp>

The Monitoring Checklist/Report can be used by the facility as a self assessment tool in preparation for a monitoring visit or as part of a program evaluation process. Items are grouped together in sections by topic and legal citations are given for each item as appropriate.

To the right, is an area to record the status of each item.

For legal requirements the status headings referenced in the checklist are:

- Acceptable – the practices observed meet federal and/or state requirements;
- Non-compliant – the practices observed do not meet federal or state requirements or are not consistent with stated agency policies and procedures;

For sections that address recommended practices, the headings are:

- Observed – the particular item was observed during the visit addressed in the report.
- Not Observed – the particular item was not observed during the visit addressed in the report.

For individual items that were not targeted by the monitoring team during the visit, the entire item will be shaded in dark gray so that the facility has the information about the requirement even though the team did not gather information on that item. Items shaded in light gray are for areas that are recommended, but not required.

At the end of each section is an area for comments, recommendations and an explanation of any compliance issues. Any issue identified as non-compliant will include an explanation of the requirement, a description of the observations or data indicating non-compliance, a description of the actions needed to correct the issue and the timelines required for correction. When using the document as a self-assessment tool, the facility might record notes or plans for future action in this area.

The items in Section 1 address the criteria that are required to maintain the approved status of the facility school. Any item of non-compliance in this section that is not corrected within the required timeline could result in the revocation of the facility school approval. As part of the monitoring process, the approved facility school is required to develop a Corrective Action Plan (CAP) for any issues identified as non-compliant. The CAP describes the actions which will be taken to correct any areas of non-compliance, the staff responsible for implementation of those corrections and timelines. All compliance issues must be corrected within one year. Some issues are of such an urgent nature that they must be corrected within a shorter timeframe.

Monitoring visits are conducted on an annual basis however, not every requirement will be addressed each year. Targeted focus areas will be identified based on previous monitoring findings, information gathered through other CDE activities (i.e. CSAP, December count, Excess cost application, etc.) and any complaints which might be received. Turnover of staff will also be considered in identifying the areas for review. The facility school itself may also indicate areas it would like to have targeted for review and technical assistance.

Questions regarding the Monitoring Checklist/Report document or monitoring procedures may be directed to: [Facility\\_schools@cde.state.co.us](mailto:Facility_schools@cde.state.co.us)

## **Facility Overview**

**Name of Facility:**

**Address:**

**Years of operation:**

**Type of License:**

**Licensing agency:**

**Licensed capacity:**

**Average number of students served in school:**

**Ages served:**

**Gender:**

**Average Length of Stay:**

**Placing Agencies:**

**Number of teachers:**

**Specialized program focus:**

**Changes since the last monitoring visit:**

**Other pertinent information:**

## Section 1: Approval Requirements

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	The agency maintains appropriate licensing through the Colorado Department of Human Services and/or the Department of Public Health and Environment. [ECEA Rules 3.02(1)(a)(i)]		
2.	Educational Services are non-sectarian in nature.		
3.	The Facility School employs sufficient qualified administrative, instructional and support staff to plan for and provide services for all children who have a disability.		
4.	The Facility School employs or contracts with a qualified Director of Special Education on at least a part time basis. [ECEA Rules 3.02(1)(a)(vii)]		
5.	The Facility School implements an approved comprehensive plan. [ECEA Rules 3.02(1)(a)(ix)]		
6.	The Facility School assures adequate facilities, materials and equipment to meet the needs of children with disabilities. [ECEA Rules 8.01(2)(a)]		
7.	The Facility School is responsible for the maintenance and access to student records, ensuring confidentiality and procedural safeguards. [ECEA Rules 8.01(2)(d) and 8.01(2)(f)]		
8.	The Facility School implements IEP planning in collaboration with the responsible administrative unit and delivers services in accordance with student IEPs. [ECEA Rules 8.01(2)(e)]		
9.	The Facility School provides staff development in accordance with ECEA Rules 8.01(2)(6).		
10.	The Facility School provides program evaluation in accordance with ECEA Rules 8.01(2)(h).		
11.	The Facility Schools conducts an annual self assessment and develops a school improvement plan based on established guidelines. [ECEA Rules 3.02 (1)(c)(i)]		
12.	The Facility School implements the graduation requirements as adopted by the Facility Schools Board.		

**Comments and Recommendations:**

## Section 2: Special Education

	Requirement and Citation	Acceptable	Non-compliant
<b>1. Child Find/Special Education Referral</b>			
	a. If a child 0-21 is suspected of having a disability, the facility notifies the parent, appropriate person at the local administrative unit and the student's home district. [ECEA 4.02 (1)(a)(ii)]		
	b. The facility has written procedures for referring students suspected of being disabled to the local administrative unit. [ECEA 4.02 (3)(b)]		
	c. If insufficient time exists for a comprehensive assessment and staffing to be conducted prior to discharge, the referral is made directly to the student's home district.		
<b>2. Assessment</b>			
	a. Informed parental consent is obtained prior to conducting assessments for special education purposes. [ECEA 4.02 (4)(a)]		
	b. For reevaluations reasonable attempts to obtain parent permission for assessment are made and documented. If parents do not respond after reasonable attempts, the assessment is conducted and the IEP process proceeds. [ECEA 4.02 (5)]		
	c. The facility works with the district that will be conducting the initial or reevaluation and IEP process to determine which agency will handle each aspect of the process, including parent permission for assessment, notification of meeting and development of the IEP.		
	d. The facility offers any pertinent assessment information to the district that will be conducting the initial or reevaluation and works with that district to determine any additional information that is needed and which agency will be responsible for collecting the information or conducting the assessment.		
	e. Personnel conducting special education assessments are appropriately licensed and endorsed. ECEA [4.02(4)(c)]		
	f. Evaluation instruments are appropriate, properly validated and if standardized, used for the purpose and according to the instructions provided by the testing manual and minimize cultural or ethnic bias.		
	g. Assessments utilize both formal and informal measures and include a variety of assessment tools and strategies.		

<b>3. IEP Meetings</b>			
	a. A meeting to discuss the initial evaluation of the child and to determine if the child has a disability and is eligible for special education services is held within a reasonable period of time after the initial evaluation is completed. [ECEA4.02 (6)(a) (i)]		
	<p><i>Note: Federal regulations allow the disability and eligibility for special education services to be determined at one meeting and then, if the child is eligible, the IEP may be developed at a separate meeting. The required participants for each type of meeting are slightly different and are listed separately in the regulations. In Colorado these functions are generally combined into one meeting. If this is the case, then all of the required participants for the determination of disability/eligibility for services meeting and all of the participants for the IEP development meeting must be present in the one meeting.</i></p> <p>b. Meetings to determine if the child has a disability and is eligible for special education, whether held separately or in connection with a meeting to develop and IEP, have the following participants:</p> <ul style="list-style-type: none"> <li>• A multidisciplinary team knowledgeable about the child and about the meaning of the evaluation data;</li> <li>• At least one teacher or other specialist with knowledge in the area of the child’s suspected disability;</li> <li>• The parent of the child</li> <li>• Other qualified professionals as necessary;</li> <li>• At the discretion of the special education director for the administrative unit of residence, the special education director or designee for the administrative unit of residence. [ECEA 4.02 (6)(b)](i)</li> </ul>		
	<p>c. Meetings for the development or review of an IEP, have the following participants:</p> <ul style="list-style-type: none"> <li>• A multidisciplinary team knowledgeable about the child and about the meaning of the evaluation date;</li> <li>• At least one teacher or other specialist with knowledge in the area of the child’s suspected disability;</li> <li>• The parent of the child;</li> <li>• The child (when appropriate)</li> <li>• Other qualified professionals as necessary</li> <li>• The special education director for the administrative unit of residence. [ECEA 4.02 (6)(b)](i)</li> </ul>		
	d. When developmentally appropriate, and for students in grades four and above, students are involved in their IEP meetings, including voicing their understanding of their own strengths, needs and interests.		
	e. When appropriate with older students, the facility supports the student in preparing for and facilitating their own IEP meeting.		
	f. A change in disability/eligibility is only made after reevaluation and a meeting in which the results of the reevaluation and determination of disability are considered.		
	g. A meeting to review and revise each child’s IEP is held at least annually – within 365 days. [ECEA 4.03 (3)]		

	h. A change of placement meeting is held whenever a significant change of placement is considered, including when the student would have different opportunities to participate in non-academic and extracurricular activities or if the new placement option is a change in the educational environment category. [ECEA 4.03 (8) (b) (ii)]		
	i. Reevaluation for purposes of determination of disability and eligibility is conducted at least every three years or more often when needed (such as when a disability category is added or changed, when instructional services are added or terminated or to determine that a student no longer qualifies for special education services). Note: reevaluation of this type is not required prior to termination of services due to graduation or reaching the age of 21.		
<b>4. Educational Placement Decisions</b>			
	a. The determination of education placement is based on the child's needs and is made by the IEP team. [ECEA 4.03 (8)(a)]		
<b>5. Special Education Services</b>			
	a. Services are provided in accordance with the IEP		
	b. If instructional or related services listed on the IEP are not available in the facility and not included in the facility's tuition rate, (such as speech/language services, OT, PT), the facility works with the district of residence to make arrangements for the services to be provided.		
	c. If a student participates in a modified scheduled, such as a shortened day, the rationale is documented in the IEP and is based on students needs.		
<b>6. Parent Involvement</b>			
	a. Parents are invited to IEP meetings with sufficient notification to allow participation at a mutually agreed upon time and place.		
	b. The concerns and interests of parents are considered and documented in the IEP.		
	c. Opportunities for parent involvement are provided throughout the school year. Examples include: newsletters, back to school night, open house, etc.		
<b>7. ESPs</b>			
	a. For students whose parental rights have been terminated or whose parents cannot be located and who have not had a legal guardian appointed with the right to make educational decisions, a request to have an Educational Surrogate Parent appointed to act on behalf of the student in all special education proceedings is submitted to the local administrative unit along with appropriate documentation. [ECEA 6.02 (8) (k)]		

**Comments and Recommendations:**

### Section 3: Student Records

	Requirement and Citation	Acceptable	Non-compliant
1.	Notice to parents (IDEA 300.612]		
2.	The facility school implements a policy that allows parents to inspect and review any education records relating to their child that are collected, maintained or used by the facility school. [IDEA 300.613 and 300.501]		
3.	The facility school keeps a record of persons obtaining access to education records, including the name, date of access and purpose for access. A record of access for parents of the child or authorized employees is not required. [IDEA Regulations 300.614]		
4.	If an education record includes information on more than one child, the parents of those children are only allowed to inspect or review the information relating to their child. [IDEA 300.615]		
5.	The facility school provides parents on request, a list of the types and locations of education records collected, maintained or used by the facility school. [IDEA 300.616]		
6.	The facility school protects the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. [IDEA 300.623(a)]		
	a. The facility school appoints one person to assume responsibility for ensuring the confidentiality of any personally identifiable information. [IDEA 300.623(b)]		
	b. Each staff member that collects or uses personally identifiable information receives training or instruction regarding maintenance of confidential information. [IDEA 300.623(c)]		
	c. The facility maintains a current list of the names and positions of those employees within the agency who may have access to personally identifiable information. [IDEA 300.623(d)]		
7.	The facility school informs parents when personally identifiable information is no longer needed and will be destroyed. A permanent record of a student’s name, address, phone number, his or her grades, attendance records, classes attended, grade level completed and year completed may be maintained without time limitation. [IDEA 300.624]		
<b>8. Documentation of procedural safeguards</b>			
	a. Parents are given the opportunity to participate in IEP meetings regarding the identification, evaluation, educational placement and the provision of FAPE to their child. [IDEA 300.501(b)]		
	b. The facility school gives prior written notice to the parents of a child with a disability a reasonable time before the school proposes or refuses to initiate or change the identification, evaluation, educational placement or the provision of FAPE to the child or works with the student’s home district to ensure that such notice is given. [IDEA 300. 503]		

	c. The facility school gives a copy of the notice of procedural safeguards to parents at least once each school year. In addition, the notice is given upon initial referral or parent request for an evaluation, upon receipt of a state complaint or due process complaint and at the request of a parent. [IDEA 300.504]		
	d. Beginning with the first IEP developed when the child is age 15, but no later than the end of 9 <sup>th</sup> grade, the notice of meeting sent to the parent: <ul style="list-style-type: none"> <li>• States that a purpose of the meeting will be the consideration of postsecondary goals and transition services;</li> <li>• Indicates that the student will be invited; and</li> <li>• Identified any other agency that will be invited to send a representative.</li> </ul>		
	e. Consent of the parent is obtained to invite a representative as stated above.		
<b>9. IEP Content</b>			
	a. A statement of the student's strengths, preferences and interests including specific feedback from the student.		
	a. A statement of the child's present levels of academic achievement and functional performance including how the child's disability affects the child's involvement and progress in the general education curriculum. [IDEA 300.320(1)]		
	b. A statement of measurable annual goals, including academic and functional goals designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum. [IDEA 300.320(2)]		
	c. A description of how the child's progress toward meeting the annual goals will be measured and when periodic reports on the progress the child is making toward meeting the annual goals will be provided. [IDEA 300.320(3)]		
	d. A statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child. [IDEA 300.320(4)]		
	e. A statement of the program modifications or supports that will be provided to enable the child to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum and to participate in extracurricular and other nonacademic activities. [IDEA 300.320(4)]		
	f. An explanation of the extent to which the child will not participate with nondisabled children in the regular class. [IDEA 300.320(5)]		
	g. A statement of any individual accommodations that are necessary to measure the academic achievement and functional performance of the child on State assessments and if the IEP team determines that the student should take an alternate assessment, a statement of why the child cannot participate in the regular assessment. [IDEA 300.320(6)]		
	h. The projected date for the beginning of the services and modifications described in		

	the IEP and the anticipated frequency, location and duration of those services and modifications. [IDEA 300.320(7)]		
	i. The IEP specifies whether the child shall achieve state academic content standards or individualized standards. [ECEA 4.03 (6)(c)(ii)]		
	j. Beginning with the first IEP developed when the child is age 15, but no later than the end of 9 <sup>th</sup> grade and updated annually, the IEP includes: <ul style="list-style-type: none"> <li>• Appropriate measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills; and;</li> <li>• The transition services, including courses of study needed to assist the child in reaching these goals. [ECEA 4.03 (6)(d)(i)]</li> </ul>		
<b>10. Transfer student form</b>			
	a. The facility completes the transfer student form appropriately and sends it to the student's district of residence shortly after admission.		
<b>11. LRE statement</b>			
	a. LRE statement includes at least two placement options and a summary of the discussion which includes the list of student disability needs, the setting or placement option and team agreement about least restrictive environment.		
<b>12. ESY</b>			
	a. IEP contains demonstration of that extended school year services were considered. Factors to consider include likelihood of regression, slow recoupment, and predictive data based on the opinion of professionals.		
	b. If the student is identified as qualifying for ESY, goals and objectives in need are identified on IEP.		
<b>13. ILP</b>			
	a. ILPs are completed for all general education students. [Public School Finance Act 2254 – R-20.01(2)]		
	b. ILPs are reviewed and updated annually.		
	c. ILPs contain goals in at least three areas including academic, behavioral and vocational.		
<b>14. ICAP</b>			
	a. All students in grades 9 or above have an account with College in CO		
	b. Staff attended CIC training.		
	c. All students are offered an opportunity to develop a FICAP. [Facility Schools Act 4.01(4)]		
	d. When needed, an initial FICAP is developed for students in 9 <sup>th</sup> through 12 <sup>th</sup> grades. [Facility Schools Act 4.01(3)]		
	e. Information is added to existing ICAP that have been developed in student's home district.		

**Comments and Recommendations:**

## Section 4: Written Policies and Procedures

	Requirement and Citation	Acceptable	Non-compliant
1.	Written educational policies and procedures are in place that meets all requirements set forth by the Facility Schools Unit of the Colorado Department of Education. [Facility Schools Act 3.03(1)]		
2.	Policies and Procedures are implemented on a consistent basis.		
3.	Educational Policies and procedures are reviewed periodically and revisions forwarded to CDE.		

**Comments and Recommendations:**

## Section 5: Self Assessment and School Improvement Plan

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	The Facility Schools conducts an annual self assessment. [Facility Schools Act 3.04(1)(f)]		
2.	The self assessment considers information from monitoring reports, data of student achievement and the Quality Standards for Approved Facility Schools.		
3.	The Facility School develops a school improvement plan annually. [Facility Schools Act 3.04(1)(f)]		
4.	The school improvement plan addresses issues identified in monitoring reports, the Quality Standards for Approved Facility Schools and is designed to improve student achievement.		
5.	Education Staff are aware of the goals of the school improvement plan and their role in working toward the achievement of the goal.		
6.	Progress on the school improvement plan is monitored at least annually.		
7.	The self assessment process and school improvement plan are on-going processes with information from the self assessment guiding the plan and evaluation of progress on the plan guiding the next self assessment.		
8.	The Facility School maintains a Quality Standards file or portfolio including current supporting artifacts to document performance and self assessment results on the Quality Standards for Approved Facility Schools.		

**Comments and Recommendations:**

## Section 6: Transition/Discharge Procedures

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	When a student (general education or special education) who has been identified as being at-risk to themselves or the community in the prior 12 months, will be transitioning back to a school district:		
	a. The district is notified at least 10 days prior to the transition. [HB 10-1274]		
	b. Transition planning meetings (either in person or by phone) are held. [HB 10-1274]		
	c. The district or school where the student will be enrolling is invited to transition planning meetings. [HB 10-1274]		
	d. Pertinent information such as: class schedule, transcripts, needs, current IEP if applicable, etc. is shared with the district that will receive the student at the transition planning meeting or at another time if the district does not attend the meeting. [HB 10-1274]		
	e. A written transition plan is developed. [HB 10-1274]		
2.	Similar transition planning procedures are used for all students.		

**Comments and Recommendations:**

## Section 7: Excess Costs

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	The Facility School maintains auditable records of all information used to establish excess costs reported on forms developed by the Department of Education.		
2.	The observed staffing pattern is consistent with the positions reported on the excess cost application.		
3.	The staff to student ratio is consistent with the ratio reported on the excess cost application.		
4.	The staff FTE and staff assignments are consistent with the FTE and assignments reported on the excess cost application.		
5.	Items reported on the excess cost application as capital outlay are observed and are used in the education program.		
6.	Transportation practices are consistent with the costs reported on the excess cost application.		
7.	The purchase of supplies and materials for students (\$200 per student allowed in the excess cost application) is evident.		
8.	The number and type of field trips taken is consistent with the costs reported on the excess cost application and the nature of the field trips provides educational value.		
9.	Positions and equipment funded through Title I or other grants are not included in the excess cost application.		

**Comments and Recommendations:**

## Section 8: Data Reporting

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	Data for the October 1 count is entered into the FSSDS system in a timely and accurate manner. [H.B. 08-1204]		
2.	Data for the December count is entered into the FSSDS system or submitted to the Facility Schools Unit in a timely and accurate manner.		
3.	Student Data Grids for the CSAP are complete and accurate.		
4.	Data for monthly PPR billing is entered into the FSSDS system in a timely and accurate manner. [H.B. 08-1204]		
5.	Excess cost applications are complete accurately and submitted according to established timelines.		
6.	Corrective Action Plans related to monitoring procedures are submitted by the stated deadline and address the issues cited in a reasonable manner.		
7.	Data for HB10-1274 is completed in a timely and accurate manner.		
8.	Information regarding dates of graduation and type of completion document received is entered into FSSDS in a timely and accurate manner.		

**Comments and Recommendations:**

## Section 9: Behavior Management

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	Functional behavior assessments are conducted and behavior support plans developed as needed.		
2.	Behavior plans are individualized, contain an instructional component and target replacement behaviors.		
3.	Behavior plans are coordinated with mental health treatment plans.		
4.	If students are removed from educational services for behavior issues, the removal is tracked, counted as a suspension and reported to the student's home district.		
5.	If physical restraint is used in the facility, education staff members are trained in de-escalation strategies and appropriate physical management techniques.		
6.	Behavior interventions are positive in nature.		
7.	Removal or exclusion from the educational program is based on the individual needs of the student and only for crisis or safety concerns.		

**Comments and Recommendations:**

## Section 10: Educational Staff

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	Special education teachers and related services staff hold appropriate CDE licensure and endorsements for their assignment. [Facility Schools Act 3.01(2)(d)]		
2.	Teachers providing general education instruction hold a current CDE educator license and meet Highly Qualified requirements for the subject areas they teach.		
3.	Staff development opportunities are provided to all personnel who provide direct or indirect services to children with disabilities including general and special education personnel, paraprofessionals and related service personnel.		
4.	Staff development activities are designed to change knowledge, attitudes, performance and skills related to educational services.		
5.	Paraprofessionals assigned to classrooms support the education program through individual assistance to students, reinforcement of concepts taught by the teacher and assistance with classroom management. Paraprofessionals do not provide primary instruction.		
6.	The facility has established meaningful strategies directed at improving teacher retention.		
7.	Staff with substitute licenses are used to cover the classroom when a teacher is absent and are not used to fill permanent positions.		

**Comments and Recommendations:**

## Section 11: Administration

	Requirement and Citation	Acceptable	Non-compliant
1.	The education leader is a member of the administrative team and is included in the decision making procedures of the facility.		
2.	<p>The agency supports the growth of teachers skills through strategies such as:</p> <ul style="list-style-type: none"> <li>• Time for professional learning communities, including activities such as support for conferences, time for book studies, networking, collegial exchanges, observations, etc. focused on education;</li> <li>• Growth plans for educational staff that focus on the development of instructional skills</li> <li>• Dedicated times for educational planning and professional development.</li> </ul>		
3.	Training to support instructional practices is provided at education team staff meetings.		
4.	<p>The educational leaders function as instructional leaders. Examples include:</p> <ul style="list-style-type: none"> <li>• Supervising teachers;</li> <li>• Providing training;</li> <li>• Facilitating the development and implementation of the school improvement plan;</li> <li>• Developing instructional leadership skills through training and professional development;</li> <li>• Using student outcomes data to guide program planning;</li> <li>• Using walk-throughs as a strategy for professional growth</li> <li>• Determining staff development needs ;</li> <li>• Arranging for or providing needed staff development to improve student achievement;</li> <li>• Participating with teachers in staff development;</li> <li>• Communicating a well developed philosophy of education and vision for the educational program which guides decisions and program planning.</li> </ul>		

**Comments and Recommendations:**

## Section 12: Instructional Practices

	Requirement and Citation	Observed	Not Observed
<b>1. Educational Environment</b>			
	a. Safety of students in the school environment is a priority. <ul style="list-style-type: none"> <li>• Safety issues are attended to in a timely manner.</li> <li>• Students report feeling safe in the school environment.</li> <li>• Safety standards are maintained at all times.</li> </ul>		
	b. The building and classrooms are well maintained with appropriate lighting and seating.		
	c. There is sufficient classroom space for the number of students and the types of educational experiences.		
	d. The school environment is conducive to learning and free of distractions.		
	e. There are sufficient supplies and materials provided for student learning.		
	f. There are intentional efforts made to keep interruptions in the classroom to a minimum.		
	g. Transitions between environments (to and from the residence, to and from lunch, etc.) are supervised and orderly.		
<b>2. Instructional Strategies</b>			
	a. Differentiation of instruction based on student needs is evident.		
	b. Instruction in multiple modalities to accommodate differing learning styles is evident.		
	c. Direct instruction strategies are used in the classrooms, such as: <ul style="list-style-type: none"> <li>• Introducing the lesson – anticipatory set</li> <li>• Modeling/Think aloud</li> <li>• Guided practice and corrective feedback</li> <li>• Checks for understanding</li> <li>• Independent practice</li> <li>• Progress monitoring</li> </ul>		
	d. Classroom structures and routines are implemented to support learning, such as: <ul style="list-style-type: none"> <li>• Maintaining a consistent daily schedule</li> <li>• Using an attention signal</li> <li>• Using beginning and ending classroom routines</li> <li>• Teaching expectations for classroom learning</li> </ul>		
<b>3. Curriculum</b>			
	a. Teachers prepare daily lesson plans.		

	b. Teachers use continuous progress monitoring data to guide instruction.		
	c. The curriculum used is aligned with state standards.		
	d. Research-based affective education curriculum is implemented.		
<b>4. Classroom Management</b>			
	a. Teachers use strategies to effectively meet the unique needs of students, such as: verbal and non-verbal redirection, negotiation, choices, reframing, etc.		
	b. Teachers use strength based positive behavior supports, such as: incentives, positive reinforcement, intrinsic and extrinsic motivations, etc.		

**Comments and Recommendations:**

### Section 13: Graduation Requirements

	<b>Requirement and Citation</b>	<b>compliant</b>	<b>Not observed</b>
1.	The Approved Facility School requests transcripts from previous educational placements and reviews credits earned against the requirements of the student’s district of residence and those of the Facility Schools Board.		
2.	If the student intends to pursue a diploma through the Facility Schools Board, the education staff at the facility assist the student in gathering transcripts, evaluating credits and preparing a graduation application. [Facility Schools Act 3.01(2)(g)]		
3.	For students who will be transitioning back to a school district prior to graduation, or for those students who prefer to seek a diploma from the student’s district of residence, the education staff at the facility school assist the student in working with the district or other entity by compiling credit information, providing transcripts and other pertinent information and by assisting with the request for a credit review from the district as appropriate. [Facility Schools Act 3.01(d)]		

**Comments and Recommendations:**

## Section 14: TCAP/CoAlt

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	Staff involved in the administration of the TCAP/CoAlt are appropriately trained.		
2.	The TCAP/CoAlt is administered according to the procedures provided by the Unit of Student Assessment at the Colorado Department of Education.		
3.	All students grades 3-10 participate in the TCAP/CoAlt as appropriate.		
4.	Test security is maintained for all TCAP/CoAlt materials.		
5.	Logistics – student data grids, packaging of materials, check-out and check-in of materials, etc. is completed according to procedures provided by the Facility Schools Unit.		

**Comments and Recommendations:**

## Section 15: PPR Billing

	<b>Requirement and Citation</b>	<b>Acceptable</b>	<b>Non-compliant</b>
1.	The Facility School has a system for tracking student attendance on a daily basis.		
2.	Student enrollment, discharge and attendance information is entered into the FSSDS system in a timely manner.		
3.	Only Colorado students who are placed into the approved facility by a public agency (or in the case of a hospital – students who are patients of the hospital and participating in the facility school) are included in the PPR billing.		
4.	The monthly PPR billing accurately reflects student attendance.		
5.	The facility school provides 176 instructional contact days in the school year.		
6.	Educational services during the school year are provided 6 hours per day or 30 hours per week or in the case of a hospital program for which all students are in an acute or crisis situation, at least 4 hours per day. If individual students attend for a reduced amount of time based on individual need, PPR billing is adjusted to reflect the reduction in services.		

**Comments and Recommendations:**