

## Attachment E: Policies and Practices Review Form

**IMPORTANT:** Submit completed form with application. The completion of this form is required in order for the application to be considered complete.

In accordance with C.R.S. 22-14-109, the application process for the Colorado Student Re-engagement Grant Program requires a review of policies and practices related to student engagement and student re-engagement. This form must be completed to meet the statutory requirement.

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Contact person responsible for the completion of this form:

Name:

Title:

Organization:

Email address:

Phone Number:

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**Directions:** This form includes two sections: Section I: Policy Inventory and Section II: Practices Review.

### **Section I: Policy Inventory**

Check all the policies in place by the applicant. Indicate level of interest in conducting policy review to support alignment with best practices. In the “comment” section, address the following: If “yes”, indicate if the interest is at the district, school and/or classroom level. Identify the assistance that would be needed to conduct a review. If “no” indicate if a review has already been conducted or is underway.

Subject Area	Policy level [select all that apply]	Type of Approved Policy [select all that apply]	Is the applicant interested in conducting a policy review in this subject area? [select one]
1) <b>Course completion and credit recovery.</b> (Includes, but not limited to, grading policies, course completion, credit accumulation, grade retention, and make up work, supports to prevent course failure and keep students on track to graduate...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
2) <b>Attendance and behavior improvements.</b> (Includes, but not limited to, excused or unexcused absences, chronic absences, truancy, attendance plans, behavioral plans, conduct and discipline code and disciplinary actions...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:

3) <b>Alternative, flexible, and tiered learning strategies.</b> (Includes, includes but not limited to, alternative education, credit acceleration, course remediation, multiple pathways to graduation, high school equivalency preparation, Career Technical Education Programs, concurrent enrollment, scheduling, course placement...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
4) <b>Safe and welcoming school environments.</b> (Includes, but not limited to, bullying prevention, safe school plans, enrollment practices...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
5) <b>Student social and emotional supports.</b> (Includes, but not limited to, student support services, counseling, behavior assessments, individual learning plans...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
6) <b>Family engagement and family support strategies.</b> (Includes, but not limited to, communication and partnering with parents on academic and learning plans, parent leadership/accountability committee, parent notification of dropout...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
7) <b>Staff development in meeting diverse student needs.</b> (Includes, but not limited to, coaching, mentoring, professional development, and training in addressing unique learning and support needs of students...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
8) <b>Innovations to address barriers to school engagement and student success.</b> (Includes, but not limited to, dropout outreach, recovery, and re-enrollment; Response to Intervention approaches; specialized student services...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:
9) <b>Transference of student records to and receipt of student records from others.</b> (Includes, but not limited to, transfer of credits, fees and penalties, enrollment of students in foster care, students experiencing homelessness, English Learners, students with an IEP, and those transferring from juvenile detention...)	<input type="checkbox"/> Policy in place <input type="checkbox"/> Policy not in place <input type="checkbox"/> Policy to be developed <input type="checkbox"/> Policy under revision <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Board policy <input type="checkbox"/> District policy <input type="checkbox"/> School policy <input type="checkbox"/> Classroom policy <input type="checkbox"/> Program policy <input type="checkbox"/> Other (explain)	<input type="checkbox"/> Yes <input type="checkbox"/> No Comment:

## Section II: Practices Review

Indicate the best choice to the questions. Comment should include: 1) Description of how the review was conducted, including staff involved in selecting the responses; and 2) Analysis of the responses for the subject area. For example, what do the responses indicate?

Section II: Practices Review Subject Area	Responses Choices [select one]
<b>Data Tracking and Analysis</b> Indicate the level that the following activities occur.	1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Always
1) Do staff/teams review and analyze student level data in the following categories? a) Attendance and truancy b) Discipline - Suspension, expulsion c) Failing grades/Course failure d) On-track to graduate in 4 years of entering 9th grade e) Re-enrollment of students who left without a high school credential f) School mobility patterns and stability rates	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5 f) 1 2 3 4 5
<b>Comments on Data Tracking and Analysis:</b>	
<b>Staff Training</b> Indicate the level to which training is provided in the areas listed.	1 – Never 2 – Rarely 3 – Sometimes 4 – Often 5 – Always
2) Do teachers receive training in the following areas? a) Setting up grading policies aligned with best practices b) Establishing classroom systems for attendance tracking c) Following guidance and protocols to consistently apply safety and discipline policies d) Implementing interventions and supports when a student is not on track to pass a course e) Making referrals to school and district level personnel to address student needs, such as academic and/or behavioral health f) Implementing best practices and strategies to support family-school partnering	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5 f) 1 2 3 4 5
3) Is training on policies and best practices offered to school personnel responsible for the following activities and procedures? a) Verifying student transfers b) Processing school enrollment c) Managing receipt/request of student records d) Evaluating newly enrolled secondary students' records (transcripts) for purposes of course placement e) Determination of progress towards graduation requirements	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5
<b>Comments on Staff Training:</b>	

<b>Service Supports and Coordination</b>	1 – Never
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Indicate the response that best matches the level of practice.	2 – Rarely 3 – Sometimes 4 – Often 5 – Always
4) Do administrators, school personnel, students and families work together to find solutions when there are issues in the following areas: a) Attendance - truancy, excused and unexcused absences, chronic absences, and tardies b) Behavior - classroom referrals, out-of-school / in-school suspensions and expulsions c) Course failure(s) – including courses in sciences, social studies, reading, writing, math, and electives d) Off-track to graduate – lack of credit attainment, not meeting graduation requirements, and lack of transcript to transfer credits	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5
5) Are the following supports and interventions used for students with attendance, behavior, and academic problems: a) Goal-setting b) Incentives c) Student-family contracts d) Mentors or individual advisory e) Supportive school discipline practices f) After school academic and enrichment opportunities	a) 1 2 3 4 5 b) 1 2 3 4 5 c) 1 2 3 4 5 d) 1 2 3 4 5 e) 1 2 3 4 5 f) 1 2 3 4 5
<b>Comments on Service Supports and Coordination:</b>           	