Colorado Department of Education

Office of Facility Schools

facility\_schools@cde.state.co.us

**CDE Facility School Report**

**DECEMBER 1, 2018**

**DUE DATE: January 11, 2019**

**To Be Completed by:**

1. Day Treatment Centers
2. Hospitals
3. Residential Child Care Facilities
4. Other Approved Facilities

# Please use this checklist for your final submission:

Items which must be scanned and e-mailed:

* cover page
* general assurance statements
* a copy of the social services or hospital license(s) for each licensed program
* a copy of the school improvement plan including indication of time frame
* documentation of progress on last year’s school improvement plan

Information which will be drawn from Infinite Campus:

* Student data report

Submit to: [Singer\_r@cde.state.co.us](mailto:Singer_r@cde.state.co.us)

**A SEPARATE PACKET OF INFORMATION MUST BE SUBMITTED FOR EACH SCHOOL PROGRAM.**

**INSTRUCTIONS**

**DECEMBER 1, 2018**

**DATA COLLECTION**

**Due Date: January 11, 2019**

Submit to: [Singer\_r@cde.state.co.us](mailto:Singer_r@cde.state.co.us)

Purpose: To assure compliance with State and Federal statutes and regulations, to verify continued eligibility for approval, provide data required by federal regulations and data for program planning.

**Facilities with multiple programs, either at different locations or at the same campus, must complete a separate set of forms for each school location and/or program.** For example, if one company operates programs at different sites, each separate site must submit a separate packet. If one site operates different programs that have different tuition cost rates, it must submit a separate packet for each program.

# COVER PAGE DIRECTIONS

## Facility Identification

1. Name and Address of Facility

Enter the name (please enter the name EXACTLY as it appears on your Department of Human Services license) and address of the facility, i.e., the parent organization. Please do not use any “doing business as” or “adopted names.”

1. Name, Telephone Number, E-mail Address, and Fax Number of Special Education Director

Enter the name, telephone number, e-mail address, and fax number of the Special Education Director

## Licensed Program Identification

1. Name and Address of Licensed Program

* Complete this information if the name and/or address of the program on the human services or hospital license are different than the facility information recorded above.

1. License Number(s)

* Indicate the human services or hospital license number for the program **and include a copy of the most current license(s)**. If the program holds more than one license, i.e., residential and day treatment, include all license numbers, and submit copies of each license. **Be certain that the copy of your license is legible (including the annual renewal sticker).**
* Hospital programs, which are not licensed by the Department of Human Services, should **include copies of pertinent licenses or certificates from the Department of Public Health and Environment and/or The Joint Commission**.

1. Age Range of Students Served

Indicate the age range of students served at this program/location, e.g., birth through two, three through five, twelve through eighteen, etc.

## School Identification

1. Name and Address of School

* Complete this information if the name and/or address of the school is different than the licensed program information recorded above Certification of Information

All forms **must be signed by the facility Director of Special Education** **and** **by the** **executive director or program administrator**. Please sign, scan and send all forms electronically. Please be sure to print the executive director’s name in addition to including the signature. Please enter the date the form was signed.

# GENERAL ASSURANCES

A General Assurances form must be signed by both the **Director of Special Education, educational coordinator, and by the executive director or program administrator**. Please sign, scan and send all forms electronically.

# SCHOOL IMPROVEMENT PLAN

Include a copy of the School Improvement Planfrom the 2017-18 school year indicating progress made on goals. On a separate document, list continued and any new goals for the 18-19 school year. New facilities (approved after July 1, 2018) that have not completed the self-assessment and school improvement planning process, should include a brief (not more than one page) description of the self-assessment process being used and indicate which steps in the process have been completed as of December 1, 2018. Please refer to the School Improvement Plan Instructions for more detailed information. **At least one goal must address student outcomes/student achievement.**

## Student Data Report

The student data report will be drawn from Infinite Campus on December 1, 2018. All data fields listed below must be accurate and up to date by November 30 so that our report is accurate. **PLEASE DO NOT SEND STUDENT DATA TO US.**

* Name
* DOB
* Gender
* Grade Level
* SASID
* Parental Status
* District of Residence
* Primary Disability
* Placement made by
* Date placed into the facility

**All students should be entered into Infinite Campus for this data collection including out-of state students, private placements and school only students.**

# Instructions for Completing the

# School Improvement Plan

**Introduction**

Each approved school program is required to complete a self-assessment or program evaluation, identify goals and develop a school improvement plan. At a minimum, the program evaluation and school improvement plan should be revised annually. However, each facility is encouraged to view this as an on-going process of improvement rather than a once a year event. Facilities are encouraged to review the school-year in May or June and conduct the self-assessment at that time. The school improvement plan can be developed at that time with revisions at the beginning of the school year. The school improvement plan is submitted to CDE with the December 1 data collection, but November or December is not the most ideal time to develop the plan.

There are a number of options for completing the program evaluation and school improvement plan. Each facility may choose a process and format that is best suited to its size and situation.

**The Self-Assessment Process**

The self-assessment process should involve reflection, discussion, gathering of materials that demonstrate the program's performance and evaluation of relative strengths and needs. There is no intent for the program self-assessment process to be unreasonably time consuming. The intent is to develop a meaningful process that will lead to improvements in student achievement.

**Step 1: Who will be involved?**

At a minimum the education staff of the facility should be involved in the program evaluation process. If a facility has multiple programs/locations, the education team at each location should develop their own self-assessment and school improvement plan. In addition, the facility may wish to consider participation from other staff members, school district representatives, parents, students, educators from other facilities and/or community members. One option is to develop an on-going school improvement committee for the purpose of assisting with program evaluation, improvement planning and the identification of potential resources.

**Step 2: How are we doing?**

Use the Quality Standards for Approved School Programs, the Onsite Monitoring reports and student progress data as guides for your self-assessment. Discuss the various pieces of information available. Consider legal compliance issues, quality of program issues and student progress. Discuss concrete examples that support different impressions.

**Step 3: How do we demonstrate it?**

Consider how you will develop a "body of evidence" to demonstrate current performance and ongoing progress. Discuss examples that would demonstrate performance on a particular standard to someone not familiar with the facility. Look at data that may already be collected by the agency or would be easy to identify in the day-to-day school operation.

One option for collecting this 'body of evidence" is a portfolio. The portfolio may be set up as a 3-ring binder with a section divider for each standard or sections related to other focus categories. Information and examples are collected and revised as one way to demonstrate performance.

**Step 4: What are our goals?**

Discuss goals in the context of the school's philosophy. If the school has not developed a written statement of education philosophy, this is a good time to do it. Look at what is the intent of the program. What do we want to accomplish educationally?

Goals should be written in S.M.A.R.T. format. (Smart, Measurable, Attainable, Realistic, Timely)

In selecting goals, at least one goal must address student outcomes/academic achievement. Other goals could include:

1. Student Outcomes - What do we want the students to learn or achieve before they transition out of our program? What would show that we're making a difference in our students' education?
2. Systems Input - What aspects of our educational services do we want to improve - instructional techniques? Classroom management? Opportunities for experiential learning? Other ideas?
3. Process - What aspects of the special education process do we need to improve? Do we have any compliance issues that need correction? What would make the process more meaningful for students/families? What would improve the quality of our IEPs?

As a team, brainstorm a list of possible goals. Items offered for consideration should include any Quality Standard that you rated as a 1 or 2 and any item of concern or compliance from a prior monitoring report. Prioritize the possible goals and select 3 to 5 to focus on for the coming year. Select goals that are the most meaningful for students and staff. Which goals will result in the most significant improvements in services and outcomes for students? Which goals are staff members energized about working toward?

You might think of this as developing an IEP for the school program. Make sure the goals are targets to strive for rather than activities. For example, purchasing a curriculum is an activity. The goal might be related to improving student achievement and purchasing new resources would be one activity to help reach that goal, but purchasing a curriculum is not an appropriate goal.

**Step 5: How will we know when we've achieved each goal?**

Decide how you will measure your progress. Think in concrete, objective terms. What will success look like? Consider real-life examples for each goal.

**Step 6: How will we go about achieving each goal?**

Develop an action plan - a sample is provided. What will you do differently as a staff to accomplish the goals? The action plan may include staff training that is needed in order to implement a new strategy or process. It should also include needed resources and supports and how you will address those needs. Be specific enough about what is to be done to avoid misunderstandings. Include who is responsible for each component and timelines for completion.

**Step 7: How are we progressing?**

Review your action plan periodically - quarterly is recommended. Are we on schedule? Can we identify examples of progress? Do the goals or activities need to be revised?

**Step 8: Record Keeping**

Send a copy of the school improvement plan or action plan to CDE as part of the Approved Facility School Report along with documentation of progress on the most recent improvement plan. The portfolio or other documentation of the self-assessment process and the school improvement plan should be kept in the education files. In the event of a change of staff, all such information must be available to the next education coordinator including:

* the facility's educational philosophy
* educational policies and procedures
* most recent tuition cost application
* most recent approval verification documentation
* self-assessment, portfolio and school improvement plan
* the most recent onsite monitoring visit report and Corrective Action Plan.