

**Annual Facility School Report**

**DECEMBER 1, 2020**

DUE DATE: January 11, 2021

**To Be Completed By:**

* Day treatment centers
* Hospitals
* RCCF/QRPT
* Other Approved Facilities

These items should be scanned and sent via email:

* Cover page
* General assurance statements
* A copy of the social service or hospital license for each licensed program
* Documentation of progress on the previous school improvement plan

\*Student information will be obtained from Infinite Campus

**INSTRUCTIONS**

**DECEMBER 2, 2020**

**DATA COLLECTION**

**Due Date: JANUARY 11, 2021**

**Submit to:** facility\_schools@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 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.**

**COVER PAGE DIRECTIONS**

**Facility Identification**

**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.

**Name, Telephone Number and Email Address of Special Education Director**

* Enter the name, telephone numbers, and email address of the Special Education Director.

**License Number(s)**

* Indicate the Human Service 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. Double check to ensure that the copy of your license is legible (including the annual renewal sticker)
* Hospital program, which are not licensed by the Department of Human Services, should include copies of pertinent licenses or certification from the Department of Public Health and Environment and/or The Joint Commission.

**Age Range of Students Served**

* Indicate the age range of students served at this program/location

**School Identification**

* Complete this information if the name and/or address 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.**

**GENERAL ASSURANCES**

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

**SCHOOL IMPROVEMENT PLAN**

Include a copy of the School Improvement Plan from the 19-20 school year indicating progress made on goals. On a separate document, list continued and any new goals for the 20-21 school year. New facilities (approved after July 1, 2019) that have not completed the self-assessment and school improvement planning process should include a brief description of the self-assessment program being used and indicate which steps in the process have been completed as of December 1, 2020. 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, 2020. All data fields listed below must be accurate and up to date by November 30, 2020 so that the report is accurate. **Please do not send student data via email.**

* Name
* DOB
* Gender
* Grade Level
* SASID
* Parental Status
* District of Residence
* Primary Disability
* Placing Agency
* 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 Complete the School Improvement Plan**

**Introduction**

Each approved facility 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 program of improvement rather than a once a year event. It can be helpful for the facility school to conduct a self-assessment at the end of the school year. The school improvement plan can be develop at that time with revisions made at the beginning of the school year.

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 or relative strengths and needs. The intent is to develop a meaningful process that will lead to improvements in student achievement.

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

The education staff of the facility should be involved in the program evaluation process. The facility may also want to consider participation from other staff members, school 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 assistant with program evaluation, improvement planning and the identification of potential resources. If the facility has multiple programs/locations, the education team at each location should develop their own self-assessment and school improvement plan.

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

Use the Quality Standards for Approved School Programs, the Systems Rubric, previous 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 family 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 options for collecting this “body of evidence” is a portfolio. The portfolio may be set up as 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 with your team in the context of the school’s philosophy. If the school has not developed a written statement of the education philosophy, this is a good time to do it. Look at what is the intent of the program and what do you want to accomplish educationally?

Goals should be written in SMART format (Smart, Measurable, Attainable, Realistic, and Timely) and should incorporate the revised Quality Standards and the School-level Systems for Improved Performance Rubric for Facility Schools.

Be sure that at least one goal addresses 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 need to improve? Instructional technique? 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 and 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 3-5 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 improvement in services and outcomes for students? Which goals are staff members energized about working toward?

**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. 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. 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. Can you identify examples of progress? Do the goals and 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 approval verification documentation
* Self-assessment, portfolio and school improvement plan
* Most recent monitoring report and Corrective Action Plan if applicable.

**Colorado Department of Education**

**Office of Facility Schools**

**ANNUAL FACILITY SCHOOL REPORT**

**12/1/2020**

**FACILITY IDENTIFICATION**

Parent Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Special Education Director: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Telephone:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Fax Number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LICENSED PROGRAM IDENTIFICATION**

Name of Licensed Program: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If different from facility

Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If different from facility)

License Number(s) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Age Range of Students Served: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL IDENTIFICATION**

Name of School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(If different from facility)

**CERTIFICATION OF INFORMATION**

I certify that the information reported is, to the best of my knowledge, complete and accurate.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Executive Director/Program Administrator

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Special Education Director

# Assurances for Approved Facility Schools

The following assurances apply to the education programs of Approved Facility Schools. Facility schools must provide assurances and complete policies and procedures as part of the process to maintain approved status with the Colorado Department of Education – Office of Facility Schools and Colorado Facility Schools Board.

## Special Education Assurances

These assurances are specifically related to special education services and programming.

1. The school maintains a Quality Standards notebook or electronic portfolio. (Monitoring)
2. Written notification is submitted to the CDE-Office of Facility Schools regarding changes in programming or special education leadership. (Monitoring)
3. The school provides FAPE. All special education students placed in a facility school by a public agency have the right to a Free Appropriate Public Education (FAPE).
4. All educational staff employed by the facility must hold a current CDE license, appropriate to their job assignment.
5. All students included in the tuition cost reimbursement billing are those receiving special education services, with a current Individualized Education Program (IEP), in an educational program with appropriate licensing and staff.
6. The tuition cost reimbursement application is submitted per the timeline. (Monitoring)
7. The school complies with all federal (Individuals with Disabilities Act) and state (Exceptional Children’s Education Act) regulations in the provision of special education programming and services.
8. Comply with requirement to have a Comprehensive plan and Policies/Procedures for the education program specifically 1CCR 304-1, 222-R-3.01(2)(f) and 3.03.
9. The facility school must request the IEP upon acceptance/placement of a special education student. Special education students have a right to education and related services identified on the IEP. If the facility does not employ the necessary instructional or related service provider staff specified on the IEP, the home school district must be contacted, and appropriate services included in the contract. Special education students must be served regardless of rates or tuition costs set.
10. Educational services are provided in the Least Restrictive Environment (LRE) appropriate for the student. The educational placement decision is made by the student’s IEP team and is separate from decisions regarding residential placement. Any student placed in a residential facility that can appropriately be served by the public school, has the right to attend the public school.(Policies/Procedures)
11. The school may remove a student from the classroom if the student’s behavior is dangerous to themselves or others or is unsafe or inappropriate in the school setting. A plan must be in place that outlines how the student will be allowed to rejoin his/her class. A child in residential treatment is not restricted to his/her sleeping room or denied access to educational services for a set length of time as a consequence for behavior.

## General Assurances

These are general assurances that apply to all approved facility schools programs and services.

1. The school ensures good faith compliance with all statutory and regulatory requirements.
2. The school articulates a clear educational mission, vision, and/or philosophy that includes the focus for students with whom the school serves. (Accountability Standard 1)
3. All students placed in a facility school by a public agency are entitled to an education and services comparable to that of a public school. Comparable is defined by staff qualifications and the amount of instructional time.
4. The school day is religion free. Any religious activities are conducted outside of school instructional hours.
5. The school maintains complete policies and procedures for the education program. Best practice is to review and update the manual annually. The board of directors, CEO, or their designee, for each facility must provide acknowledgement of the policies and procedures.
6. The school submits timely notification to the CDE-Office of Facility Schools regarding any major changes to programming, services or the school location.
7. The school complies with accounting standards for use of public education funds.
8. All students included in the PPR billing are those receiving educational services in programs with appropriate licensing and staff.
9. The per pupil revenue billing is submitted on time, monthly.
10. The school utilizes the standards for accountability, common assessment(s), curriculum guides, graduation requirements, and student information system as appropriate per the facility school student population.
11. Students in the facility school participate in the state assessments.
12. The school complies with current safety drills, inspections, and safety/emergency planning and training. (Accountability Standard 2) (e.g. fire inspections, med training, crisis intervention training, first aid)
13. The school improvement plan is submitted annually and in a timely manner, meeting specified requirements.

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*Compliance with the above-stated assurances constitutes one of the conditions of approval and the receipt of state education funds and is binding upon the agency for the duration of the approval. In the event of failure to comply with these assurances, it is understood that funds may be terminated and approval status revoked. As a result, the right to receive further assistance may be denied.*

Name of Facility

Special Education Director Date

Educational Coordinator Date

Program Administrator/CEO Date