

In-House School Compliance Document Information Sheet

(Please return this sheet so we may update our database)

School Name:

Address:

City:

State:

Zip:

Telephone #:

Fax #:

Agency Name:

Address:

City:

State:

Zip:

Telephone #:

Fax #:

Contact Information

(Please print or type)

The people below will be included on a group email list. They will receive any mass email information sent from the DCS Education Division. So include anyone you would like on that list.

Primary Contact Name:

Primary Contact Email:

School Liaison Name:

School Liaison Email:

**Special Education
Funds Contact Name:**

**Special Education
Funds Email:**

EasyIEP Contact Name:

EasyIEP Email:

**Student Management
System (SMS) Contact:**

SMS Email:

Other Name:

Email:

Other Name:

Email:

Other Name:

Email:

Other Name:

Email:

In-House School Standards 2018-2019

Name of School:

Name of Person Completing the Form:

Date:

This proposal is for:
(Check all that apply)

Level II

Level III

Level IV

Part 1: School Approval

Standard 1: The in-house school is approved by the State Department of Education (DOE) as Category I, II, or III. ***(Submit a copy of your current school approval letter.)***

Part 2: School Personnel

Standard 2.a: All educational personnel are qualified according to state requirements.
(List below all teachers in your facility and include a copy of their Tennessee Teaching Licenses.)

Standard 2.b: The in-house school educational program has at least one teacher who is qualified to teach special education.

(Indicate below the teacher from Standard 2.a (above) and ensure that a copy of his/her license is included in your documentation.)

Name of Special Education Teacher:

Standard 2.c: Direct service providers in the on-grounds school have: a) Educational and experiential backgrounds that enable them to participate in the overall treatment program and to meet the emotional and developmental needs of the children served; and b) Personal characteristics and temperament suitable for working with children with special needs.

Part 3: Educational Planning

Standard 3.a.1: The organization assesses whether students are ready for placement in an off-campus school setting or could be mainstreamed in a regular classroom and makes such placements in accord with the goals and timetables of the students' individual educational plans.

(Your initials indicate that you are following the Education Work Plan for Levels II, III, and IV that includes holding Child and Family Team Meetings to determine whether or not the treatment needs of students permit enrollment in public school. See [DCS Policy 21.20](#) for details.)

Standard 3.a.2: As appropriate, children and youth are enrolled in the local school district rather than an on grounds school.

(Your initials indicate that you are following the Education Work Plan for Levels II, III, and IV that includes holding Child and Family Team Meetings to determine whether or not the treatment needs of students permit enrollment in public school. See [DCS Policy 21.20](#) for details.)

Standard 3.b: Educational personnel facilitate school transfers and provide consultation as needed to professionals in off-campus educational settings.

Standard 3.c: An educational plan is developed for each student and is coordinated in a manner that maximizes the impact on his/her educational and treatment goals. For high school students, this includes enrollment in appropriate classes as determined by an evaluation of previous transcripts.

Standard 3.d.1: The organization makes every effort to involve parent/guardians of students in the educational planning and educational activities, including the scheduling of parent/teacher meetings.

Standard 3.d.2: If students are estranged from their families (making it difficult to involve family members in treatment), the organization: a) seeks to establish contacts and positive interactions between family members through activity and educational programs; and b) provides individual and group counseling to family members or significant others who are willing to accept such help.

Standard 3.e: The agency has identified a public school liaison and a process for interaction with the public schools focusing on development of good relationships and effective communication with the local school system.

(Provide the name your school liaison below along with a **written job description**. A sample is provided with this document.)

Name of Liaison:

Part 4: Educational Programming

Standard 4.a: Educational texts and curriculum materials are current, state approved, and rotated at regular intervals.

Standard 4.b: The organization provides students with an educational program designed to lead to a Tennessee high school diploma or High School Equivalency Diploma (HiSET).

(Initial each of the boxes below to confirm that your school will offer the following courses required for graduation as needed.)

4 English credits to include English I, II, III, IV

3 Social Studies credits including World History and Geography (one course), U.S. History and Geography (one course), Economics, Government and Civics (one course)

3 Science credits to include Biology I, Chemistry or Physics, and another lab science.

.5 credit in Personal Finance

4 Mathematics credits to include: at least Algebra I & II, Geometry (*or Integrated Math I, II, and III*), and another mathematics class beyond Algebra I.

1 credit in Lifetime Wellness

.5 additional credit in Physical Education

1 Fine Arts credit (*for example, Visual Art I, II, III, IV, General Music, Theater Arts I, II*)

2 Credits in the same foreign language

3-6 credits as an elective focus--may include Career/Technical Education classes (*see below*)

Computer Applications (1 credit)

Business Communications (1 credit)

Introduction to Human Studies (1 credit)

Lifespan Development (1 credit)

Family Studies (1 credit)

Career Exploration (1/2 or 1 credit)

HiSET Preparation is available for appropriate students.

Standard 4.c: The organization provides or arranges as necessary: tutoring, mentoring, and college preparation.

Standard 4.d: The on-grounds school provides a summer school program that includes an academic component.

Standard 4.e: The on-grounds school agrees to a) utilize the student management system that the DCS education division purchased for use, and b) will maintain up-to-date transcripts and report cards from this system.

Standard 4.f: The on-grounds school will provide all mandated state testing including:

- TN Ready Achievement Testing (grades 3-8)
- End-of-Course Testing (which must count 15% of the second semester grade)
- ACT for Juniors-Seniors
- Civics Exam (once in grades 9-12)

Standard 4.g: The school provides a) A **6.5 hour student school day** as required by the State Department of Education, and b) A school schedule that will allow a high school student to earn at least 5.5 credits during a given school year.

(On the template provided below, please complete a daily student schedule AND a daily school schedule to document at least a 6.5 hour school day-- excluding lunch periods.)

Daily School Schedule		
Period Number	Period Start and End Time	Subject Offered
1.	to	
2.	to	
3.	to	
4.	to	
5.	to	
6.	to	
7.	to	

Please note: A 6.5 HOUR ACADEMIC DAY IS REQUIRED BY THE STATE DEPARTMENT OF EDUCATION.
DO NOT INCLUDE LUNCH PERIODS IN THE 6.5 HOURS.

Daily Student Schedule			
Student's Name	Period #	Period Start and End Time	DOE Subject Offered
		to	

Please note: A student should have the opportunity to earn at least 5.5 credits in a school year. Course names should be chosen from DOE's list of approved courses.

Standard 4.h: Teachers in the on-grounds school receive a minimum of 30 hours per year of approved in-service activities as required by the State Department of Education.

Standard 4.i: Teachers in on-grounds schools are evaluated. This can include the "Frameworks for Evaluation and Professional Growth" or a facility created model.

Standard 4.j: Students are provided access to computers and library/research materials comparable to that provided to students in public schools.

(Complete the following chart to indicate your compliance.)

Yes	No	The on-grounds school library provides the following:
		A minimum of 12 items per student excluding texts and periodicals.
		An unabridged dictionary and a foreign language dictionary if ESL students are present.
		One set of encyclopedias copyrighted in the last 5 years (may be software based).
		A local newspaper.
		A newspaper presenting events on both the local and national levels.
		Indicate the number of computers provided by the on-grounds school for student use.
		Indicate the number of computers with internet access provided by the on-grounds school.

Part 5: Special Education Services

Standard 5.a: Facilities and programs are accessible to students with disabilities (restrooms, water fountains, cafeterias, parking spaces, access signs to building).

Standard 5.b: Students are screened and/or assessed for special education eligibility and receive appropriate services.

(Initial each of the following statements to indicate your compliance.)

1. Students are screened upon entry at the agency to determine if they are eligible for special education.
2. If a student is in need of a psycho-educational evaluation/re-evaluation at entry or during the student's enrollment with the in-house school, the agency ensures that the evaluation is completed within legal timelines as determined by the Department of Education, Division of Special Education.
3. The agency provides instructional services to special education students via a certified special education teacher.
4. The agency provides related services to special education students.

Standard 5.c: The agency has a list of the appointed, trained surrogate parents.

Standard 5.d: The organization continues child-find throughout the school year as evidenced by an established procedure for employees to make a referral to the special education teacher or other designated staff.

Standard 5.e: The school agrees to maintain an up to date special education student management system (EdPlan/EasyIEP).

My initials indicate I have carefully reviewed each of the standards, and I certify that to the best of my knowledge, the information included here is accurate. I understand that if non-compliance with any of these standards is brought to the attention of the DCS Education Division, I will be requested to take immediate steps to correct the deficiency. I further understand that failure to address the deficiency may result in my school not being allowed to serve DCS students.

Signature

Title