

IN-HOUSE SCHOOL PROPOSAL INFORMATION SHEET

School Name: _____

Agency Name: _____

Address: _____

Address: _____

City: _____ **State:** _____ **Zip:** _____

City: _____ **State:** _____ **Zip:** _____

Telephone #: _____

Telephone #: _____

Fax #: _____

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 and Email:	
Other Name and Email:	
Other Name and Email:	

In-House School Proposal

State of Tennessee--Department of Children's Services

This proposal is for (check all that apply): Level II Level III Level IV

Part 1: School Approval

Standard 1: All In-House Schools will be approved by the State Department of Education (DOE) as Category I, II, or III.

Documentation: *Provide the most current school approval letter sent by DOE.*

Part 2: School Personnel

Standard 2.a: Educational personnel are qualified according to state requirements.

Documentation: *List all teachers below and provide copies of their Tennessee Teacher Licenses.*

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

Documentation: *List below your special education teacher(s) below and provide copies of their Tennessee Teacher Licenses.*

Teacher's Name	Area(s) of Endorsement	License Attached? (Yes/No)

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.

Documentation: *Describe below the experiential backgrounds and personal characteristics of your school personnel that enable them to participate in the overall treatment program and meet the emotional and developmental needs of the children you serve.*

Part 3: Educational Planning

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

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

Documentation: *Provide below a detailed explanation of the circumstances that would prevent a student from attending public school. This explanation should include the process by which a decision is reached, the expected timeframe the student would spend in the on-grounds school, and an on-going review process aimed toward helping the student transition to public school. **DCS Policy 21.20 provides guidance on this process.***

LEVEL 2:

LEVEL 3:

LEVEL 4:

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

Documentation: *Describe below the method in which the on-grounds school will work in collaboration with the public schools to facilitate school transfers (especially in providing records, transportation, and other needed information). Also, describe how the on-grounds school will collaborate with the public school to continue to provide support to the students who have transferred to public school.*

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.

Documentation: *Describe below how the educational and treatment goals established for the student are utilized in developing his/her educational plan.*

Standard 3.d.1: The organization should make 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.

Documentation: *Describe below the methods that the school/organization will employ in attempting to involve parents in educational planning, group and individual counseling, etc, and in encouraging family participation in other aspects of the school program.*

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

Documentation: *In the table below, name below your school liaison and describe his/her job responsibilities focusing on those that will foster positive relationships with the local school system.*

Name of School Liaison:
Job Description:

Part 4: Educational Programming

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

Documentation: Successful completion of Tables 4.a and 4.b will satisfy this standard.

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

Documentation: *Successful completion of Tables 4.a and 4.b will satisfy this standard.*

STANDARDS 4.a AND 4.b

Identify the textbook used for the following:

Course Name	Textbook/Publisher	State approved (Yes/No)
English I		
English II		
English III		
English IV		
Gateway English		
Algebra I		
Algebra II		
Geometry		
Bridge Math/ Advanced Math		
Biology I		
Chemistry I		
Earth Science		
Physical Science		
Ecology		
Gateway Biology		
World History and Geography		
World Geography		
U. S. History and Geography		
Government		
Economics		
Lifetime Wellness/P.E.		
Personal Finance		
Computer Applications		
Business Communications		
Intro to Human Studies		
Lifespan Development		
Family Studies		
Other Courses (Specify)		

STANDARDS 4.a AND 4.b	
Initial the following categories to affirm that your school is able to 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).
	.5 Credit in Personal Finance
	3 Science credits to include Biology I, Chemistry or Physics, and another lab science
	4 Mathematics credits to include: at least Algebra I and II, Geometry, and another advanced mathematics class
	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)
	HiSET preparation is available for appropriate students

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

Documentation: Describe below how the organization will provide help and guidance to students who struggle academically, who need mentoring, and who perform at high academic levels (address tutoring, mentoring, and college preparation).

Standard 4.d: The school will provide 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 student to earn at least 5 credits during a given school year.

Documentation: *In the table below, provide a master schedule detailing the proposed school day, and a sample student schedule documenting the number of classes a student will take.*

MASTER SCHEDULE		
Period Number	Period start and end time	Subject Offered
Please note: A 6.5 HOUR DAY IS REQUIRED BY THE STATE DEPARTMENT OF EDUCATION. <u>DO NOT INLCUDE LUNCH PERIODS IN THE 6.5 HOURS.</u>		

SAMPLE STUDENT SCHEDULE

Student's Name	Period #	Period start & end	DOE Subject Offered

Please note: A student should have the opportunity to earn at least 5 credits in a school year. Course names should be chosen from DOE's list of approved courses.

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

Documentation: *In the table below, list how teachers will meet the in-service standards required by the State of Tennessee to maintain teacher licensure. (Note: This may include collaboration with local public schools, participation in state-sponsored trainings and conferences, and special activities geared toward a teacher's specialty area.)*

In-service activity	Tentative Date	Hours Credit

Standard 4.f: Teachers in on-grounds schools will be evaluated using the “Frameworks for Evaluation and Professional Growth” or another state approved model.

Documentation: *In the table below, list the persons (positions) who have been trained to conduct Framework evaluations. If no one is trained in the facility, describe the process by which a trained person will be located and utilized to conduct appropriate evaluations.*

Name of Trained Evaluator	Date of DOE Training

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

Documentation: *Complete the information in the table below:*

YES	NO	The on-grounds school library provides the following:
<input type="checkbox"/>	<input type="checkbox"/>	A minimum of 12 items per student excluding texts and periodicals.
		NEW for 2017-18: You will need to have an inventory of books in your library
<input type="checkbox"/>	<input type="checkbox"/>	An unabridged dictionary and a foreign language dictionary if ESL students are present
<input type="checkbox"/>	<input type="checkbox"/>	One set of encyclopedias copyrighted in the last 5 years (may be software based)
<input type="checkbox"/>	<input type="checkbox"/>	A local newspaper
<input type="checkbox"/>	<input type="checkbox"/>	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 in-house school.

Standard 4.h: The on-grounds residential school will provide a summer school program that includes an academic component.

Documentation: *Describe below your proposed summer school program if different than the regular school program.*

Standard 4.i. The on-grounds school agrees to maintain an up-to-date student management system that the DCS education division has purchased for use.

Documentation: *Your signature below certifies your intent to comply with this standard:*

Signature of authorized staff

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).

Documentation: *Provide documentation as to the presence of accessible restrooms, water fountains, cafeteria, parking spaces for handicapped persons, and a sign which directs visitors to an accessible entry into the building.*

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

Documentation: *Explain the following*

1. How will students be screened upon entry at the agency to determine if they are eligible for special education services.

2. If a student is in need of a psycho-educational evaluation, how will the agency ensure that the evaluation is completed within legal timelines? (For example, by means of full time staff, contractor, etc.).

3. How will the agency provide instructional services to special education students?

4. How will the agency provide related services to special education students? (For example, full-time staff versus contracted services.)

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

Documentation: *In the table below, provide a list of the surrogate parents utilized by the school who have received the state-approved training. Surrogate parents cannot be employees of the school or the agency.*

<i>The following individuals are trained surrogate parents for our facility:</i>	

Standard 5.d: The organization is responsible for child-find throughout the school year.

Documentation: *Describe below the process that teachers and other staff members would follow to identify and refer for a student who has not previously been identified as having a disability for special education services.*

Standard 5e. The organization provides assurance that it will utilize and maintain the State of Tennessee EasyIEP Student Management System for eligible special education students (DCS students only).

Documentation: *Your signature below certifies your intent to comply with this standard:*

Signature of authorized staff

In-House School Documentation Checklist

In the application, many narrative statements are required in order to document standards. In addition, several other types of documentation are requested. Below is a checklist of items to be included with your application.

Item	Included?
• Most current school approval letter sent by DOE.	_____
• Tennessee Teacher Licenses for all school personnel (including special education personnel).	_____
• Documentation as to the presence of accessible restroom, water fountains, cafeteria, parking spaces for handicapped persons, and a sign which directs visitors to an accessible entry into the building.	_____