



Colorado Department of Education
Office of Dropout Prevention Engagement
District Policies and Practices Assessment: ATTENDANCE Version

Overview

This tool is designed to assist local education providers in assessing their policies, practices, programs and services that play a role in dropout prevention and student re-engagement. It was developed in accordance with C.R.S., 22-14-106(2) and features questions that address best practices in dropout prevention, student engagement and graduation promotion. It also includes reporting on school culture and climate and asks about partnerships with state and local government agencies and community-based organizations.

This tool serves as a template to collect the information as part of a district's practices assessment that focuses on attendance as outlined in Colorado Code of Regulations (CCR) 301-84 (see attachment). The use of the tool is voluntary. Districts that are required to complete a practices assessment are not required to use this template to collect the data.

This tool is comprised of four parts which are sectioned into topic areas. Each section concludes with *Things to Consider*, delving deeper to identify assets and strengths and determine areas that require action and improvement. The National Center for School Engagement developed the original research-based tool on behalf of the Colorado Department of Education (CDE). See attached for a list of references.

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Introduction: District and Contact Information

Date:

School District Name:

District Code:

Name & Title of person(s) completing portions of this assessment:

1.	4.
2.	5.
3.	6.

	District-Run Schools	Charter Schools
Total Number of Elementary Schools in your district:		
Total Number of Middle Schools in your district:		
Total Number of High Schools in your district:		
Total Number of multi-level schools in your district (include grade levels):		
Number of online schools in your district:		
Number of Alternative Education Campuses in your district:		
Number of Magnet Schools in your district:		
Number and type of school-based educational programs in your district that do not have their own school code (i.e. – GED prep, pregnant student program, etc.):		

Total number of schools in your district:

Part I: District Data

District data is reported to CDE on an annual basis. The following table list indicators that are linked to dropout prevention through research and literature.

1. Data is available from CDE at <http://schoolview.org/> and from CDHE at <http://higherred.colorado.gov/i3/DistrictHSSummary.aspx>.

Indicator	2009-10	2010-11	2011-12
a) Dropout Rate			
b) Graduation Rate (Best of 4, 5 or 6 year rate)			

c) Completion Rate (Best of 4, 5 or 6 year rate)			
d) Student Re-engagement Rate	n/a	n/a	
e) Truancy Rate			
f) Number of Habitually Truant Students			
g) Suspension Rate			
h) Expulsion Rate			
i) Student Mobility Rate			
j) % of students (6-12) participating for at least one semester in a CTE course			
k) % of Students Attempting Concurrent Enrollment Courses			
l) % of students attempting CTE Concurrent Enrollment courses			
m) % of Total Postsecondary Enrollment			
n) % Remedial Rate			

I. District Data: Things to Consider:

1. *What are the data trends?*
2. *What do the rates tell you?*
3. *What district plans are in place to support continuation of positive trends or address negative trends?*

Part II: Attendance

Research identifies that attendance, behavior and course-performance (the ABCs of dropout prevention) are important indicators in identifying if a student is at-risk of dropping out. Local policies and practices related to the ABCs must be aligned to support the success of students in their ability to complete school, culminating with a high school diploma. This version of the practices assessment focuses on attendance.

IIA: Attendance

For each question, please select the response that best represents your district.

1. Does a person at the district level have the specific responsibility to coordinate supports for students and families when there are issues in any of the following areas:

- a. Attendance - truancy, excused and unexcused absences and tardiness Yes No Other:
- b. Behavior - classroom referrals, out-of-school / in-school suspensions and expulsions Yes No Other:
- c. Course failure(s) – including courses in sciences, social studies, reading, writing, math Yes No Other:
- d. As applicable, describe other:

2. Does a team regularly review district-wide student data including attendance, truancy, suspension, expulsion, failing grades, and proficiency measures at all three levels, elementary, middle and high school?

- Yes No Other (please describe)

3. When students begin to demonstrate troubling patterns of attendance, behavior and/or academic failure, do schools in your district implement an intervention process?

- a) At the elementary level: Yes No Varies by school
- b) At the middle school level: Yes No Varies by school
- c) At the high school level: Yes No Varies by school

3b. Does a person at the district level have the specific responsibility to support school level intervention processes?

- Yes No Other (please describe)

4. Do teachers work in teams to discuss or problem-solve for individual students?

- a) At the Elementary level Yes No Other (please describe)
- b) At the Middle School level Yes No Other (please describe)
- c) At the High School level Yes No Other (please describe)
- d) As applicable, describe other:

5. Over the past 24 months, approximately how many staff members (raw number and percentage) have participated in the following types of professional development?

	District Staff	School Administrators	Teachers	Other school-based Professionals
The relationship of attendance and course failure to dropping out				
The effects of mobility on school success				
Strategies to promote student engagement and attachment				
The effects of chronic absenteeism in elementary grades				
Standards-based instruction, assessment and grading				
Effective interventions in the 9 th and 10 th grades				
The importance of student-teacher trust and relevance of education				
Effective partnerships with families to support student academic and social/emotional/behavior learning				

Section II. Attendance: Things to Consider:

1. *If someone has the specific responsibility to coordinate supports for students struggling with attendance, behavior or course failure, what is his/her title? What does this responsibility entail? What other responsibilities does this individual have? How is their work integrated with supports at the school level? How does their work involve family partnerships to address supports for individual students?*
2. *If there is a team that routinely reviews district-wide student data including attendance, truancy, suspension, expulsion, failing grades, and proficiency measures at all three levels, elementary, middle and high school, how often do they meet? What staff positions are represented on the team? Is this process tied with the UIP and Accountability processes? What does family representation on the team(s) look like (required for UIP/Accountability)?*
3. *In general, how is district-wide student data used to inform decision-making?*
4. *What areas need immediate attention?*

Part II: Attendance

For each question, please select the response that best represents your district.

1. Does your district define chronic absences?

- Yes Somewhat, we are currently working on this No

If not defined, for purposes of this document, chronic absences are defined as students who miss more than 10% of instructional time.

2. Are chronic absences (as defined in district policy) an issue?

- a) At the Elementary level Yes No Varies by school
b) At the Middle School level Yes No Varies by school
c) At the High School level Yes No Varies by school

3. Are teachers in your district required to take attendance?

- Elementary Yes No Varies by school
Middle School Yes No Varies by school
High School Yes No Varies by school

4. At what level does the district require schools to intervene with students and/or their families at specific levels of absence?

- Elementary: 1 day 2-3 days 4-5 days 6-9days 10 or more days
Middle: 1day 2-3 days 4-5 days 6-9days 10 or more days
High School 1 day 2-3 days 4-5 days 6-9 days 10 or more days

5. Does a person at the district level have the specific responsibility to support schools with attendance interventions?

- Yes No Other (please describe)

6. In your district, how often are the following activities implemented to address repeated absences, both excused and unexcused at the school level:

Intervention	1 – Frequently 2 – Sometimes 3 – Rarely 4 – Never – Activities are not in place					
	Elementary Unexcused Absence	Elementary Excused Absence	Middle Unexcused Absence	Middle Excused Absence	High Unexcused Absence	High Excused Absence
a. Automated phone call home						
b. Automated e-mail to parent						
c. Live phone call to parent/guardian(s)						
d. Letter to parent/guardian(s)						
e. Face-to face meeting with family						
f. Individual attendance plans						
g. Intervention with child						
h. Intervention with family						
i. Referral to truancy reduction program						
j. Referral to county social services to pursue educational neglect						

7. If any high schools in your district have an open campus, are there effective procedures in place to ensure that students are monitored leaving campus and that students return to campus when they are supposed to?

- Yes No Varies by school N/A no open campuses

8. In your district do students lose credit in a class when a specified threshold of unexcused absence is reached in that class (regardless of their graded work)?

- Yes, by district policy Varies - It is a School decision No

9. In your district do students receive an "F" in a class when a specified threshold of unexcused absence is reached in that class (regardless of their graded work)?

- Yes, by district policy Varies - It is a School decision No

10. Can students make up classroom work and missing homework due to an EXCUSED absence?

- Elementary Yes, per district policy No, per district policy Varies, schools or teachers decide
Middle Yes, per district policy No, per district policy Varies, schools or teachers decide
High School Yes, per district policy No, per district policy Varies, schools or teachers decide

11. Can students make up classroom work and missing homework due to an UNEXCUSED absence?

- Elementary Yes, per district policy No, per district policy Varies, schools or teachers decide
Middle Yes, per district policy No, per district policy Varies, schools or teachers decide
High School Yes, per district policy No, per district policy Varies, schools or teachers decide

12. Is there a written policy or procedure regarding students remaining enrolled in the school or being withdrawn after a number of days of non-attendance and non-communication?

- Yes No Other (please describe)

II. Attendance: Things to Consider

1. *What does preventative, two-way communication with families look like about the importance of attendance and how families and schools will work together around attendance?*
2. *What is the process for developing individual attendance plans for students who are habitually truant? At a minimum, are plans/contracts developed, monitored and reviewed/revised by students, parents/guardians, teachers and school administrators?*
3. *If students lose credit or receive an “F”, are there opportunities to regain the credit or remediate the grade? If so, are these students immediately informed of or referred to a process to regain the credit or remediate the grade?*
4. *What constitutes an excused or unexcused absence?*
5. *What are the district attendance patterns? Periods of high attendance? Periods of low attendance?*
6. *Does a person at the district level have the specific responsibility to support schools with attendance interventions? If so, what does this support look like?*
7. *How are teachers trained and supported in reaching out to families and students in problem-solving around attendance?*
8. *Does the district have a tiered approach to attendance interventions? What does this approach look like? How is this approach communicated to school level employees? How is this approach monitored to determine effectiveness?*
9. *How is the policy or procedure regarding students remaining enrolled in the school or being withdrawn after a number of days of non-attendance and non-communication communicated to school personnel overseeing enrollment? How often is this policy or procedure followed? How often is this policy waived?*
10. *How are students supported academically that have been absent due to suspension(s) or expulsion? How are these absences treated in terms of attendance? What academic interventions do these students receive regarding missed work during the suspension(s) or expulsion?*
11. *What could be done at the district level to improve attendance? At the school level?*
12. *What is working well to support good attendance in all grade levels? How can these supports be strengthened or enhanced?*
13. *What, if any, district policies need to be updated to reflect revisions in state statute?*

Notes:

C.R.S. 22-33-107 states that the board of education of each school district shall designate one or more of the employees of the district to act as attendance officer for the district, or in cooperation with any court of record in the county, the probation officer of that court may be appointed the attendance officer. It is the attendance officer's duty in appropriate cases to counsel with students and parents and investigate the causes of nonattendance and report to the local board of education.

C.R.S. 22-33-107(3)(b) states that school districts must adopt and implement policies and procedures concerning children who are habitually truant. The policies and procedures shall include provisions for development of a plan based on the reasons for the truancy and, when practicable, must be developed with parents/guardians. The plan shall be developed with the goal of assisting the child to remain in school.

C.R.S. 22-33-107 (4) On or before September 15, 2010, and on or before September 15, each year thereafter, the board of education of each school district shall report to the department of education the number of students identified as habitually truant, as defined in paragraph (a) of subsection (3) of this section, for the preceding academic year. The department shall post this information for each school district on its web site for the public to access and may post additional information reported by school districts related to truancy.

As of 2009, C.R.S 22-33-104(4)(a) no longer states that penalties for nonattendance due to unexcused absence may include the imposition of academic penalty for classes missed while unexcused.

C.R.S. 22-33-108 states that the initiation of court proceedings against a truant minor to compel compliance with the compulsory attendance statute shall be initiated by a school district as a last-resort approach, to be used only after the school district has attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action and the risk of detention orders against a child or parent.

PART III. Student Supports

IIIA. Transfers, Mobility and Transition Support

1. How many students enrolled in your district last year between October 15th and May 30?

Elementary: _____

Middle: _____

High: _____

2. When a student leaves a school in your district, is there a uniform process for verifying that the student has enrolled in another school?

Yes, we verify enrollment elsewhere before coding students as “transfer”

No

Varies by school; some schools are better at verifying transfer than others

Other (please describe)

3. Is training offered across the district for school personnel responsible for processing and verifying student transfer, enrollment and the receipt/request of student records?

Yes,

No, this is not something we do

Other (please describe)

3a. Is training offered across the district for school personnel responsible for evaluating newly enrolled secondary students’ records (transcripts) for purposes of course placement and determination of progress towards graduation requirements?

Yes

No

Other (please describe)

4. Can students who enroll in your high school(s) mid-year or mid-course earn credit for demonstrating mastery of the course material?

Yes

No

Varies by school

5. Do you have a plan to address your district’s mobility rate?

Yes

Somewhat, we are working on this issue now

No

6. Do high schools in your district have specialized transition supports such as: (Check all that apply)

- | | |
|--|--|
| <input type="checkbox"/> Freshman Academy | <input type="checkbox"/> Freshman Seminar |
| <input type="checkbox"/> 9 th Grade Advisement | <input type="checkbox"/> Summer Orientation |
| <input type="checkbox"/> Academic Support Classes | <input type="checkbox"/> Other (please describe) |
| <input type="checkbox"/> New Student Buddy System or similar program | |

IIIA. Transfer, Mobility and Transition Support: Things to Consider

1. *Does mid-year enrollment of new students impact some schools in your district significantly more than others? What is contributing to the high number of mid-year enrollments in these schools?*
2. *When a student and/or family member informs a school that the student will be withdrawing, is there a written policy or procedure regarding the process that the school should follow? How does a school ensure that families have the information and knowledge to support the student with a school transfer, including school records, the impact of a transfer on school success, and student options for special circumstances (including homelessness, foster care issues, etc.)?*
3. *Does your district track students with special needs (including students with health issues, such as brain injury) who transfer to a different school district and/or between grade levels? Is the student information recorded and passed on to the new grade level and/or school? How is communication facilitated with the new school to ensure the student's needs are clearly understood?*
4. *When a student transfers from another district or moves between schools within your district during the school year what is done within the first two weeks of that student's enrollment to assess the most beneficial and appropriate course selection and what supports or supplemental services (if any) are needed? What specific assessment tools are used? What processes are in place?*
5. *What can be done in your district to support a positive transition for students that enroll after the start of the school year?*
6. *How is cultural proficiency promoted and supported for all school level employees who work with students and families in transition?*

PART III. Student Supports

IIIB. Student Acquisition of Behavioral, Social and Emotional Skills

1. Are positive interventions (not just punitive consequences) routinely used for students with attendance, behavior and academic problems, such as goal-setting, incentives, individual problem-solving, individual learning plans, student-family contracts, mentors or individual advisory?

Elementary Frequently Sometimes Rarely Never

Middle Frequently Sometimes Rarely Never

High School Frequently Sometimes Rarely Never

1. How many of your schools currently implement Positive Behavior Interventions and Supports (PBIS)?

Elementary: _____ # Middle _____ # High Schools _____

IIIE. Student Acquisition of Behavioral, Social and Emotional Skills: Things to Consider

1. *Is there special attention being paid to the growing concern of bullying and harassment of gay, lesbian, bi-sexual and transgendered students and special populations such as special education students, students of low economic status, homeless, etc.)?*

2. *How is bullying being addressed?*

3. *Emotional and Social Wellness standards are included in the Colorado Academic Standards (Comprehensive Health and Physical Education). It is recommended that schools develop steering committees to plan and oversee Social Emotional Learning efforts. Is there an individual at the district level that supports these efforts? How are these expectations communicated to and supported at the school level?*

Part IV: Partnerships and Programs

IVA. Family Partnerships & Support Services

1. To what level is your district involved in the following types of family engagement? Please select the answer that best describes the level of activity in each area.

<p align="center">National Standards for Family-School Partnerships <i>Mandated by State Advisory Council for Parent Involvement in Education (SACPIE) and endorsed by CDE</i></p>	<p>Level of Activity 1- Not occurring 2- Rarely occurs 3- Occasionally occurs 4- Frequently occurs</p>
<p>Standard 1: Welcoming all families into the school community—Families are active participants in the life of the school, and feel welcomed, valued, and connected to each other, to school staff, and to what students are learning and doing in class.</p>	<p align="center">1 2 3 4</p>
<p>Standard 2: Communicating effectively—Families and school staff engage in regular, two-way, meaningful communication about student learning.</p>	<p align="center">1 2 3 4</p>
<p>Standard 3: Supporting student success—Families and school staff continuously collaborate to support students’ learning and healthy development both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.</p>	<p align="center">1 2 3 4</p>
<p>Standard 4: Speaking up for every child—Families are empowered to be advocates for their own and other children, to ensure that students are treated fairly and have access to learning opportunities that will support their success.</p>	<p align="center">1 2 3 4</p>
<p>Standard 5: Sharing power—Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.</p>	<p align="center">1 2 3 4</p>
<p>Standard 6: Collaborating with community—Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services and civic participation.</p>	<p align="center">1 2 3 4</p>

2. In your district, how likely is it that individual student plans addressing attendance, behavior or academics are developed and implemented with families as equal partners, and involve a component with the student's family to ensure that plans are being supported at home?

- Always Likely Not very likely Depends on the school

3. In your district, how likely is it that someone from the district or the school meets with parents of any student planning to drop out before the decision is finalized and the student is coded as a dropout?

- Always Likely Not very likely Depends on the school

4. In your district, is there a person who has the specific responsibility to support family involvement at the school level?

- Yes No Other (please describe)

5. In your district, is family involvement recorded and/or measured? Yes No Other (please describe)

IVA. Family Involvement & Support Services: Things to Consider

1. *What methods are used the most frequently to inform parents about grades, homework, class expectations and missing work (e.g. parent-teacher conferences, mid-term grade reports, online system such as Infinite Campus or Power School, class expectation contracts signed by parents & students, regular email with parents, school outreach personnel) At the Elementary Level? Middle School? High School?*
2. *Do you send information to multiple parents/guardians in the case of split households?*
3. *What can be done to strengthen family involvement?*
4. *What strategies are working to engage families?*
5. *Are there strategies used to support students and families during difficult life circumstances? How do school staff know about difficult life circumstances that students are experiencing? Is there a team or individual that coordinates or tracks support for these students?*
6. *HB 13-193 requires each district to have a Family Partnership Contact or Liaison. How has your district's Family Partnership Liaison supported family engagement at the district level? What does support for family involvement from the district to the school level look like?*
7. *How are families educated about dropout risks and supported in teaming with schools?*
6. *Is family engagement or partnerships recorded and/or measured consistently among all schools? How are best practices promoted and supported regarding recording and/or measuring of family involvement?*
7. *In your district, is there a common understanding of parent and family involvement and engagement by individuals at the district level? Is this the same understanding at the school level? How are culturally responsive parent and family involvement and engagement practices promoted and supported?*

Colorado Department of Education

Practices Assessment

Glossary

Behavior Intervention Plan: Sometimes referred to as a “Behavior Contract”, the plan is developed and implemented by a collaborative team, which includes the student and the student’s parent/guardian. The plan includes positive behavior supports, identified skills for school success, and specific strategies for behavioral instruction. Often the “contract” term is applied when the Intervention Plan is signed by the student and/or the student’s parent/guardian.

Brain Injury: An injury sustained during any point in an individual’s life that affected brain functioning, including concussions. For more information, visit <http://www.cde.state.co.us/healthandwellness/braininjury>

Bullying: “Any written or verbal expression, or physical or electronic act or gesture, or a pattern thereof, that is intended to coerce, intimidate, or cause any physical, mental, or emotional harm to any student. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance; or against whom federal and state laws prohibit discrimination upon any of the bases described in section 22-32-109*” C.R.S. 22-32-109.1(a)(X)(B) For more information, visit <http://www.cde.state.co.us/pbis/bullying/index>

Concurrent Enrollment: Concurrent Enrollment means a student is simultaneously enrolled in a local education provider and in an institute of higher education or career and technical courses. For more information, visit http://www.cde.state.co.us/SecondaryInitiatives/CE_index.htm

Core class: A class that is part of the core curriculum required for every student, including but not limited to math, language arts, social studies and science.

Cultural Proficiency (Cultural Competence): Cultural proficiency refers to an ability to interact effectively with people of different cultures and is comprised of four components: (1) Awareness of your own cultural worldview, (2) Attitude towards cultural differences, (3) Knowledge of different cultural practices and worldviews and (4) cross-cultural skills. For more information, visit http://www.cde.state.co.us/cde_english

Data Driven Decision-Making: The process of planning for student success (both academic and behavioral) through the use of ongoing progress monitoring and analysis of data.

Dropout Prevention: School and community-based initiatives to promote positive social, emotional, familial and educational factors that maintain and strengthen student engagement and address barriers and conditions that may lead a student to drop out of school.

Evidence-based Instruction/Intervention/Practice: An instructional practice or intervention considered reliable, trustworthy and valid based on evidence to suggest that when it is used again with similar or identical subjects the outcomes will replicate previous outcomes. Ongoing documentation and analysis of student outcomes helps to define effective practice. In the absence of evidence, the instruction/ intervention must be considered "best practice" based on available research and professional literature.

Expanded Learning and Enrichment Opportunities: Supervised activities offered K-12 that may include, but need not be limited to, after-school programs, before-school programs, summer school programs, weekend programs and extended-day and extended-year programs.

Family-School Partnering: Effective partnerships include parents, families, students, community members and educators. Indicators of an effective partnership include 1) sharing information, 2) problem-solving and 3) celebrating student successes. Central to effective partnership is the recognition of shared responsibility and shared ownership of student challenges and successes. For more information, visit <http://www.cde.state.co.us/rti/family>

Habitual truant: A child who has attained the age of seven years and is under the age of seventeen years having four unexcused absences from public school in any one month or ten unexcused absences from public school during any school year.

Individual Career and Academic Plan (ICAP): As a result of Colorado Senate Bill 09-256, all students' grades 9-12 must have access to a system within their high school to create and manage an Individual Career and Academic Plan by September, 2011. The legislation also authorized the State Board of Education to adopt rules to define the requirements and processes for districts to accomplish this task. http://www.coloradostateplan.com/Counseling/ICAP_Brief2.pdf

Multiple Pathways: a variety of structured academic opportunities for students to achieve their goal for high school graduation and postsecondary success. Each pathway is defined by its programming and is accessed by each student based on the individual student's academic interest and unique needs. Examples include Career Technical Education Programs, credit recovery and acceleration, Concurrent Enrollment, and flexible scheduling as well as different school options such as Alternative Education Campuses and online schools.

Multi-Tiered System of Supports (MTSS): a conceptual framework that includes an effective Response to Intervention (RtI) framework. For more information, visit <http://www.cde.state.co.us/rti>

Policy: refers to a set of rules approved by the district's school board, which reflect the values of the district. A policy is a statement of the Board of Education's intent with respect to matters of broad and long-range significance to the District. The intent of policy is to promote a broad and uniform understanding of the manner in which individual members of the district are to operate in a collective effort to achieve district objectives. The policies of the board apply throughout the district. The subjects they cover are of district-wide importance and are intended to remain of such importance into the foreseeable future. Policies are created to address, respond to and comply with statutory requirements.

Positive Behavioral and Intervention Supports (PBIS): A school-wide, multi-tiered framework designed to develop positive learning behavior in all students. The focus of PBIS is on prevention rather than the development of consequences for inappropriate behavior.

Performing Arts: Art forms that are expressed by individuals or groups that involve performance through multi-sensory experiences, which performances may include, but need not be limited to dance, music, theater and digital or electronic productions.

Practice: refers to a means or method of doing something. Practices are the repetitive, continuing actions of the organization; the normal or currently specified ways in which various aspects of the District's activities are conducted. It is a series of interrelated steps carried out in performing an activity. District and school practices may or may not be reflected in policies or procedures.

Procedure: refers to a source of information about district and school operations. Procedures define how practices and other activities with the District are performed. Procedures clarify the implementation of the policies which were approved by the school board; however procedures do not necessarily need board approval.

Professional Development: refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. There are a variety of approaches to professional development, including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

Response to Intervention (RtI): Response to Intervention is a framework that promotes a well-integrated system connecting general, compensatory, gifted, and special education in providing high quality, standards-based instruction and intervention that is matched to students' academic, social-emotional and behavioral needs. For more information, visit <http://www.cde.state.co.us/rti/learnaboutrti>

School Climate: Multidimensional aspects of a school encompassing both characteristics of the school and perceptions of the school as a place to work and learn that create a fabric of support that enables all members of the school community to teach and learn at optimum levels.

Student Engagement: A student's sense of belonging, safety and involvement in school that leads to academic achievement, regular school attendance and graduation. Elements of promoting student engagement include providing rigorous and relevant instruction, creating positive relationships with teachers and counselors, providing social and emotional support services for students and their families, creating partnerships with community organizations and families that foster learning outside of the classroom, and cultivating regular school attendance.

Student Graduation and Completion Plan: means a local education provider's plan, created pursuant to C.R.S. 22-14-107, for reducing the student dropout rate and increasing the rates of student engagement, re-engagement, graduation and completion.

Student Re-engagement: refers to a student that reenrolls in high school after dropping out prior to completion. Student re-engagement usually results from a local education provider's use of evidence- or research-based strategies to reach out to students who have dropped out of school and to assist them in transitioning back into school and obtaining their high school diplomas or otherwise completing high school.

Technical Assistance: refers to support given or received to improve practices at the school and district levels. Technical Assistance means external specialists, known as consultants, who provide skills training, working knowledge or consulting services. Technical Assistance can be in the form of professional development, thought partner or problem-solving conversations.

Transition: refers to a period of change that a child or young person may experience in education. Transitions can include changes in grade levels, changing schools and/or transitioning from school to work.

Truancy: If a student is absent without an excuse by the parent/guardian or if the student leaves school or a class without permission of the teacher or administrator in charge, it will be considered to be an unexcused absence and the student shall be considered truant.

Visual Arts: Art works created by individuals or groups using a variety of media and processes which art works may include but need not be limited to drawing, painting, ceramic arts, sculpture, photography, graphic arts, printmaking, media arts, electronic or digital design, textiles, jewelry, glass arts, and fine woodworking.

REFERENCES

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