



Business and Student
Support Standards and
Indicators for Independent
Affiliates

BUSINESS AND STUDENT SUPPORT STANDARDS

Revision Date	Description of Revisions
July 2015	Site Standards (TQS 1.0) were updated to Student Support Standards (TQS 2.0). Major revisions: 3 tiers of support, additional clarity around CIS model of integrated student supports, standard metrics, additional monitoring and reporting protocols.
January 2016	Business and Operation Standards (TQS 1.0) were updated to Business Standards (TQS 2.0). Major revisions: risk management, governance, financial management, talent management.

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Business Standards

I. Identity Standards

Standard	Indicators
I.1: Trademark License Agreement	
CIS affiliates have a signed, current trademark license agreement with the national office and abide by the stipulations in the agreement.	<ul style="list-style-type: none"> • Fully executed, current trademark license agreement.
I.2: Affiliate Name	
CIS affiliates are named Communities In Schools of (the name of the city, community, county or region where the affiliate operates).	<ul style="list-style-type: none"> • Articles of Incorporation showing the appropriate affiliate name, Or • Amendment to Articles of Incorporation showing the appropriate affiliate name, Or • Official notification from the appropriate state authority that a request for amending the affiliate’s name to the appropriate name has been received.
I.3: Mission Statement	
CIS affiliates have formally adopted the official CIS mission statement as follows: “The mission of Communities In Schools is to surround students with a community of support, empowering them to stay in school and achieve in life.”	<ul style="list-style-type: none"> • Board minutes showing the official CIS mission statement has been adopted.
I.4: Branding	
CIS affiliates display and incorporate appropriately the official CIS logo and mission statement in conformity with the current CIS Branding Manual.	<ul style="list-style-type: none"> • Samples of the following (if available), demonstrating correct identity element usage: <ul style="list-style-type: none"> ○ Printed promotional materials. ○ Publications. ○ Staff business cards. ○ Social media accounts.

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Standard	Indicators
I.5: Website	
<p>CIS affiliates use an up-to-date website exclusive to CIS that conforms with the current CIS Branding Manual. The website:</p> <ol style="list-style-type: none"> a. Identifies CIS in the URL. b. Includes the official CIS mission statement. c. Links to the CIS national website. d. Provides a method for making donations. e. Uses the localized CIS logo: <ol style="list-style-type: none"> I. Including both the schoolhouse and affiliate name. II. Separate and distinct when used in conjunction with any other logo. f. Provides a specific staff member’s email address for public inquiries. 	<ul style="list-style-type: none"> • An up-to-date website incorporating all elements listed in the standard.
I.6: Office Space	
<p>CIS affiliate boards provide space for the affiliate central office that:</p> <ol style="list-style-type: none"> a. Is sufficient for the size of the affiliate. b. Is located in a non-residential, business location. c. Has secure storage for sensitive documents (e.g., financial records, employee records, and student files) in compliance with all federal, state and local law. 	<ul style="list-style-type: none"> • Affiliate central office address • Central office incorporating all elements listed in the standard.

II. Governance Standards

Standard	Indicators
II.1: Incorporation	
<p>CIS affiliates:</p> <ol style="list-style-type: none"> a. Are exempt from federal income tax under section 501(a) of the Internal Revenue Code, as an organization described in section 501(c)(3), either by: <ol style="list-style-type: none"> I. Incorporating as their own 501(c)(3) organization Or II. Operating under another 501(c)(3) organization as approved by the national CIS office in accordance with TQS policies. b. Comply with all applicable state laws for nonprofit organizations. 	<ul style="list-style-type: none"> • Affiliate’s IRS determination letter. • Good standing in the state in which the affiliate is incorporated, as indicated in official public records. • State registration for charitable solicitation, as required by state law.
II.2: Bylaws	
<p>CIS affiliate boards have adopted bylaws that comply with the laws of the state in which the affiliate is incorporated.</p> <p>The board reviews its bylaws no fewer than every five years and adopts any necessary changes to ensure that the current bylaws are consistent with board practice. The bylaws are dated at the time of each review.</p>	<ul style="list-style-type: none"> • Bylaws incorporating all elements listed in the standard. • Board minutes showing the current bylaws were reviewed and adopted within the past 5 years.
II.3: Board Membership	
<p>CIS affiliates are governed by a board of directors that includes active and influential members from the public, private and independent sectors. The board possesses:</p> <ol style="list-style-type: none"> a. Racial, ethnic and gender diversity reflective of the community. b. Members with sufficient expertise and skills. c. At minimum 5 members. 	<ul style="list-style-type: none"> • Board roster including each board member’s: <ul style="list-style-type: none"> ○ Name. ○ Organization/affiliation and title/position. ○ Current email address. • Aggregated board demographics, including race, gender and ethnicity.

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Standard	Indicators
II.4: Board Meetings	
<p>As specified in their bylaws and board policies, CIS affiliate boards:</p> <ol style="list-style-type: none"> a. Meet at least quarterly. b. Conduct meetings in accordance with federal, state and local law, including requirements around: <ol style="list-style-type: none"> I. Location. II. Participation. III. Voting. c. Record, approve, and maintain minutes. d. Conduct the due diligence, governance, review and approval processes required by these standards. 	<ul style="list-style-type: none"> • Agendas for board meetings held during the past 12 months. • Approved minutes for board meetings held during the past 12 months.
II.5: Board Member Commitment	
<p>Each CIS affiliate board member has an annual, written commitment that outlines their individual goals for the year (e.g., fundraising, committee/taskforce participation) and their responsibility for reaching these goals.</p>	<ul style="list-style-type: none"> • Template of written commitment incorporating all elements listed in the standard. • Signed commitments kept on file and produced if requested for verification.
II.6: Board Committees	
<p>CIS affiliate boards are organized into standing, working committees that report out to the full board at least quarterly and ad-hoc committees that meet as needed to conduct the work of the board. Committee report-outs are captured in the board minutes. At minimum, the board's standing committees should include oversight of the following functions:</p> <ol style="list-style-type: none"> a. Finance. b. Governance. c. Fundraising. <p>At minimum, the board's standing or ad-hoc committees/taskforces should include oversight of the audit process with at least one individual not involved in oversight of finance.</p>	<ul style="list-style-type: none"> • List of current board committees and rosters. • List of meeting dates for each committee for past 12 months. • Approved minutes showing quarterly report-outs on all required standing committee functions from past 12 months.

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Standard	Indicators
II.7: Board Self-Assessment	
<p>CIS affiliate boards undergo a self-assessment no less than every three years, incorporating input from all members, that evaluates at minimum:</p> <ol style="list-style-type: none"> a. Board composition, including: <ol style="list-style-type: none"> I. The board’s diversity and cultural competency. II. Ratio of board members from the public, private and independent sectors. III. Any gaps in needed skills, abilities and competencies. b. Board functioning, including: <ol style="list-style-type: none"> I. Committee activities. II. Meeting attendance. III. Overall board commitment. IV. The board’s participation in fundraising. <p>The board uses the assessment results to plan and implement any necessary changes to enhance its overall effectiveness, as captured in the current annual operations plan (V.2).</p>	<ul style="list-style-type: none"> • Written summary of most recent self-assessment results. • Board minutes from within past three years showing discussion of most recent board self-assessment results.
II.8: Insurance Coverage	
<p>CIS affiliate boards conduct an assessment of the affiliate’s insurance needs no less than every three years, or more frequently if needed due to significant changes in programming/operations. Affiliates secure insurance coverage that takes into account all affiliate activities and related risks and that abides by local, state and federal law. At minimum, insurance coverage includes:</p> <ol style="list-style-type: none"> a. Directors & Officers Liability Insurance. b. General Liability Insurance. c. Workers Compensation Insurance. d. Abuse and molestation insurance (if specifically excluded from general liability insurance). e. Cyber Security Insurance. 	<ul style="list-style-type: none"> • Current certificate of coverage for all required insurance (may be bundled). • Documentation of most recent board assessment of insurance needs. • Board minutes from within past three years showing discussion of most recent assessment of insurance needs.

III. Policies/Procedures Standards

Standard	Indicators
III.1: Board Policies	
<p>CIS affiliate boards have board-approved, written policies to ensure strong board governance and board member participation. The board reviews and approves these policies no less than every three years and the policies are dated at the time of each review. At minimum, the following policies applicable to board members are required:</p> <ol style="list-style-type: none"> a. Code of ethics. b. Conflict of interest. c. Giving/fundraising. d. Board meeting attendance. <p>If any or all of these policies are included in the board bylaws, then Business Standard II.2 applies to those respective policies.</p>	<ul style="list-style-type: none"> • Written policies incorporating all elements listed in the standard. • Board minutes from within past three years showing review and approval of current board policies.

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Standard	Indicators
III.2: Business Continuity Procedures	
<p>CIS affiliates ensure the continuity of business operations by maintaining written, board-approved procedures. The affiliate board reviews and approves these procedures no less than every three years. The procedures are dated at the time of each review. The procedures outline:</p> <ol style="list-style-type: none"> a. A succession plan that: <ol style="list-style-type: none"> I. Identifies critical positions, including at minimum the executive director and board chair. II. Describes the process(es) the board and staff will follow upon a sudden and a planned departure of any of these positions to ensure continuity in operations, III. Requires that incoming executive directors receive TQS-related training from the state and/or national office. b. Alternate means of communication with staff, board, and key constituents in the event of an interruption (i.e., crisis, natural disaster, etc.). c. Process for relocating the primary business operations in the event of an interruption. d. Any other steps needed to maintain critical business operations in the event of an interruption. 	<ul style="list-style-type: none"> • Business continuity procedures incorporating all elements listed in the standard. • Board minutes from within past three years showing current business continuity procedures were reviewed and approved.
III.3: Record Retention Policies	
<p>CIS affiliates have board-approved written policies regarding the retention, maintenance, and destruction of electronic and hard copy records at all locations (e.g., central office and schools). At minimum, these policies are compliant with all local, state and federal law and include:</p> <ol style="list-style-type: none"> a. Minimum retention periods for records. b. Procedures for secure storage and transportation of records with confidential or sensitive information. c. Procedures for destroying records as appropriate. d. Backup and restoration procedures for electronic records. 	<ul style="list-style-type: none"> • Record retention policies incorporating all elements listed in the standard. • Board minutes showing approval of current record retention policies.

Standard	Indicators
III.4: Financial Management & Accountability Policies	
<p>CIS affiliates have board-approved written financial management and accountability policies that are compliant with all local, state and federal law and funder requirements and aligned with Generally Accepted Accounting Principles (GAAP). Policies reflect any recommendations or findings from audits/limited reviews. At minimum the policies include:</p> <ol style="list-style-type: none"> a. A system of practical internal controls designed to ensure that: <ol style="list-style-type: none"> I. No single staff person is solely responsible for any financial transaction. II. A back-up staff person performs any financial transaction when the primary responsible staff person is absent. III. All financial transactions are subject to review by a person without direct responsibility for the transaction. b. Policies pertaining to: <ol style="list-style-type: none"> I. Appropriate data management, security, and privacy for all credit card transactions. II. Required use of reputable and established accounting software to manage the affiliate’s finances. III. Required reconciliation of bank statements to accounting records no less than monthly. IV. Required board authorization of all account signatories. 	<ul style="list-style-type: none"> • Financial management and accountability policies incorporating all elements listed in the standard. • Board minutes showing approval of current financial management & accountability policies.

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Standard	Indicators
III.5: Personnel Policies	
<p>CIS affiliates have board-approved, written personnel policies that are compliant with all federal, state and local laws and address all affiliate-specific personnel-related practices. Personnel policies and/or an Employee Handbook summarizing relevant policies are provided to all staff. The affiliate board reviews and approves these policies no less than every three years. The policies are dated at the time of each review. In addition to meeting all federal, state and local requirements, the personnel policies include at minimum the following components:</p> <ol style="list-style-type: none"> a. Mandatory reporting of child abuse and neglect policy. b. Policy requiring that school-based staff are aware of and follow their school/school district crisis management procedures, including participating in preparedness activities as required by school/school district policy. c. Policy regarding staff interaction with students. d. Policy regarding transportation of students. e. Policy requiring all staff working with students and/or student data to obtain parent/guardian consent per Student Support Standard II.1 and General Youth Services Standard I.2. f. Requirement that all staff: <ol style="list-style-type: none"> I. Sign a document acknowledging receipt of Employee Handbook/Personnel Policies. II. Sign confidentiality agreements. 	<ul style="list-style-type: none"> • Dated personnel policies, reviewed and approved within past three years, incorporating: <ul style="list-style-type: none"> ○ Elements (a) - (f) of the standard. ○ All policies required for affiliate compliance with federal, state, and local law. ○ Any policies specific to affiliate practices. • Affiliate documentation of: <ul style="list-style-type: none"> ○ Staff member receipt of personnel policies and/or Employee Handbook summarizing relevant policies. ○ Staff member completion of confidentiality agreement. • Board minutes from within past three years showing review and approval of current personnel policies.

Standard	Indicators
III.6: Volunteer Policies	
<p>CIS affiliates have board-approved, written volunteer policies that are compliant with all federal, state and local law and address all affiliate-specific volunteer-related practices, such as engaging AmeriCorps/VISTA members. Volunteer policies are available to all volunteers and are specifically provided to all regular and/or student-serving volunteers. The affiliate board reviews and approves these policies no less than every three years. The policies are dated at the time of each review. In addition to meeting all federal, state and local requirements, the volunteer policies include the following components:</p> <ol style="list-style-type: none"> a. Mandatory reporting of child abuse and neglect policy. b. Policy regarding volunteer interaction with students. c. Policy requiring that school-based volunteers are aware of and follow their school/school district crisis management procedures. d. Policy regarding volunteer transportation of students. e. Requirement that: <ol style="list-style-type: none"> I. All volunteers working with students and/or student data sign confidentiality agreements. II. All regular and/or student-serving volunteers receive the volunteer policies. 	<ul style="list-style-type: none"> • Dated volunteer policies, reviewed and approved within past three years, incorporating: <ul style="list-style-type: none"> ○ Elements (a) – (e) of the standard. ○ All policies required for affiliate compliance with federal, state, and local law. ○ Any policies specific to affiliate practices. • Affiliate documentation of: <ul style="list-style-type: none"> ○ Volunteer receipt of volunteer policies and/or Volunteer Handbook summarizing relevant policies (as appropriate). ○ Volunteer completion of confidentiality agreement (as appropriate). • Board minutes from within past three years showing review and approval of current volunteer policies.

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Standard	Indicators
III.7: Screening Procedures	
<p>CIS affiliates have clearly articulated, board-approved screening procedures for hiring staff and engaging contractors, volunteers, AmeriCorps/VISTA members, and interns. These procedures are consistent with federal, state and local laws, school district requirements, and any funder requirements. At minimum, these procedures include:</p> <ol style="list-style-type: none"> a. A description of the process to onboard staff, contractors, volunteers and interns, including the circumstances under which the following would be required: <ol style="list-style-type: none"> I. A written application, resume or CV. II. An in-person interview. III. Reference checks. IV. Background check(s) (Per Standard III.8 Background Check Procedures). b. A description of the process for supervising any minors less than 18 years of age serving as volunteers. 	<ul style="list-style-type: none"> • Written screening procedures incorporating all elements listed in the standard. • Board minutes showing approval of current screening procedures.

Standard	Indicators
III.8: Background Check Procedures	
<p>CIS affiliates have clearly articulated, board-approved background check procedures for individuals working on behalf of CIS with students and/or confidential or sensitive data. These procedures are consistent with federal, state and local laws, school district requirements, and any funder requirements. CIS affiliates maintain documentation demonstrating that these procedures have been followed for all required individuals. At minimum, these procedures include:</p> <ol style="list-style-type: none"> a. Requirement that background checks are conducted on all individuals, including staff, contractors, volunteers, AmeriCorps/VISTA members, and interns, that work on behalf of CIS with students and/or any confidential or sensitive data: <ol style="list-style-type: none"> I. As part of hiring/onboarding process, and II. No less than every three years thereafter. b. A description of automatically disqualifying offenses for applicants. c. A description of how individuals who have not yet completed the background check process will be managed and supervised to avoid unsupervised contact with students or access to confidential or sensitive data. d. Process for securing actual background check documentation and results, or records from school district containing all required information under (e), in accordance with state law. e. Process for securely maintaining documentation demonstrating that these procedures have been followed for each individual, including: <ol style="list-style-type: none"> I. Background check vendor. II. Date of receipt of results of initial background check. III. Results of initial background check. IV. Date individual starting working with students/data. V. Date(s) of receipt of results of subsequent background check(s). VI. Results of subsequent background check(s). 	<ul style="list-style-type: none"> • Written background check procedures incorporating all elements listed in the standard. • Board minutes approving current background check procedures. • Required documentation for all individuals.

Standard	Indicators
III.9: Partner Engagement Policies	
<p>CIS affiliates have clearly written, board-approved policies and procedures for identifying and engaging with partners to provide resources, services and/or staff. CIS affiliates sign partnership agreements with partners as outlined by their policies and procedures. At a minimum, the policies and procedures:</p> <ol style="list-style-type: none"> a. Identify specific criteria for requiring partnership agreements. b. Establish how partners are: <ol style="list-style-type: none"> I. Oriented to CIS. II. Monitored and evaluated. c. Ensure all partnership agreements contain: <ol style="list-style-type: none"> I. Duration of agreement. II. Roles and responsibilities of each entity. III. Intended deliverables (e.g., number of events provided, number of students served). d. Require that partnership agreements for partners providing direct services to students, with access to confidential information, and/or requiring a determination of liability (e.g., professionals volunteering their services in a professional capacity, special events) contain any necessary language regarding: <ol style="list-style-type: none"> I. The legal relationship between the partners. II. Confidentiality. III. Data sharing. IV. Screening/background check requirements. V. Insurance coverage. VI. Indemnification. 	<ul style="list-style-type: none"> • Written policies incorporating all elements listed in the standard. • Board minutes approving current partner engagement policies. • List of all partners. • Signed, current partner agreements with all partners for whom agreements are required per the affiliate’s policies, incorporating all required elements listed in the standard.

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Standard	Indicators
III.10: Written Data Management Procedures	
<p>CIS affiliates use the system provided by the national CIS office, or an alternative database approved by the national office, to uniformly collect and maintain information as required by Student Support & General Youth Services Standards. Affiliates have written data management procedures to ensure accurate and consistent data collection across the organization. At a minimum, these procedures include:</p> <ol style="list-style-type: none"> a. Process for training all staff, volunteers and interns entering data into the database and their supervisors. b. Guidelines for entering data consistently, including required frequency of entry and use of database functions, in accordance with Student Support & General Youth Services Standards. c. Process for provisioning and de-provisioning staff accounts. d. Data security and confidentiality measures. e. Policy and process for sharing data with any other entities. f. Designation of a data administrator. 	<ul style="list-style-type: none"> • Written data management procedures incorporating all elements listed in the standard. • Identification of designated data administrator, including name, title, email address, and phone number.

Standard	Indicators
III.11: Data Verification Procedures	
<p>CIS affiliates have written data verification procedures that at minimum require:</p> <ol style="list-style-type: none"> a. Prior to the completion of End of Year reporting, annual random sampling of data entered in database from at least 20% of students at 20% of representative schools at which students are case managed to verify the following: <ol style="list-style-type: none"> I. Student enrollment status. II. Metrics. III. Completion of student support plans. IV. Completion of service entries. V. Completion of progress entries. b. Description of data verification process including: <ol style="list-style-type: none"> I. Staff position(s) designated and authorized to conduct data verification (other than position responsible for data collection and entry). II. How schools and students will be randomly selected for each verification. III. How source documentation and data management system reports will be used to verify data. IV. How remediation actions will be determined if less than 100% of records are accurate or if records are incomplete. c. Records of each local verification process on file. 	<ul style="list-style-type: none"> • Written data verification procedures incorporating all elements listed in the standard. • Documentation of most recently completed local data verification process, including any required remediation actions.

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Standard	Indicators
III.12: Parent/Guardian Consent Form Verification Procedures	
<p>CIS affiliates have written parent/guardian consent form verification procedures that at minimum require:</p> <ol style="list-style-type: none"> a. Twice annual verification that 100% of student files required to have parent/guardian consent forms, contain signed parent/guardian consent forms. b. Documentation of process including: <ol style="list-style-type: none"> I. Position designated and authorized to conduct verification (other than position responsible for collecting and maintaining parent consent forms). II. Date(s) of verification process. III. Percentage of files containing current consent forms. IV. Actions taken if less than 100% of files had consent forms. c. Records of each local verification process on file. 	<ul style="list-style-type: none"> • Written consent form verification procedures incorporating all elements listed in the standard. • Documentation of completed local consent form verification processes for previous 12 months, including any required remediation actions.

IV. Financial Management Standards

Standard	Indicators
IV.1: Budget	
<p>CIS affiliates have a board-approved budget for their current year that supports the annual operations plan. At a minimum, the budget outlines projected revenue and expenses.</p>	<ul style="list-style-type: none"> • Board-approved affiliate budget incorporating all elements listed in the standard. • Board minutes showing the current budget was approved and adopted.
IV.2: Financial Monitoring	
<p>CIS affiliates regularly monitor their finances to ensure board and staff comprehension of the affiliate’s financial position. At minimum, this monitoring process includes:</p> <ol style="list-style-type: none"> a. Monthly: executive director, and executive/finance staff, and/or board member(s) review a comparison of actual revenue and expenses to budget. b. Quarterly: full board review and approval of timely, accurate financial reports including: <ol style="list-style-type: none"> I. Balance sheet. II. Cash flow projections (at minimum six months). III. Comparison of actual revenue and expenses to budgeted. 	<ul style="list-style-type: none"> • Documentation of monthly staff reviews of financials in past 12 months. • All financial reports shared with the board in past 12 months. • Board minutes showing the board received required financial updates at least quarterly during the past 12 months.
IV.3: Audit	
<p>CIS affiliates retain an independent auditor or reviewer, as required, to conduct an annual audit/review and present the findings directly to the CIS board or designated committee (e.g., Executive Committee, Audit Committee). CIS affiliates with:</p> <ol style="list-style-type: none"> a. Gross annual expenditures of \$500,000 or greater undergo an independent audit of their financial records on an annual basis, in accordance with auditing standards generally accepted in the United States of America, as well as with any federal, state and funder requirements. b. Gross annual expenditures of less than \$500,000 undergo either an independent audit as described in (a) or an independent review of their financial records on an annual basis, in accordance with accounting standards generally accepted in the United States of America, as well as with any federal, state and funder requirements. 	<ul style="list-style-type: none"> • Previous fiscal year’s: <ul style="list-style-type: none"> ○ Financial review (expenditures of less than \$500,000) Or <ul style="list-style-type: none"> ○ Independent audit (expenditures of \$500,000+), including the Audit Opinion Letter/Report of Independent Auditors. • Board minutes showing the most recent audit or financial review was presented to the board. • Board minutes showing discussion of plans for remediation of findings from the most recent audit or financial review, if applicable.

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Standard	Indicators
IV.4: Form 990	
CIS affiliates: a. File Form 990 on an annual basis as required by current tax law. b. Make the current Form 990 publicly available on the affiliate's website.	<ul style="list-style-type: none">• Current Form 990 available on the affiliate's website.

V. Affiliate Planning Standards

Standard	Indicators
V.1: Strategic Plan	
<p>CIS affiliate boards and staff engage in a strategic planning process that:</p> <ol style="list-style-type: none"> a. Assesses the affiliate’s operating environment. b. Results in a long-term, board-approved, 3-5 year plan that focuses on the organization’s: <ol style="list-style-type: none"> I. Capacity. II. Sustainability. III. Impact. <p>At minimum, the plan includes:</p> <ol style="list-style-type: none"> a. Long-term goals. b. Strategies to help the affiliate achieve its goals (e.g., fundraising, constituent engagement, advocacy). c. Relationship-building with significant constituents (e.g., legislators, funders, local and state officials, school district leadership), including: <ol style="list-style-type: none"> I. Assessment of existing relationships. II. Strategies for developing and strengthening key relationships. 	<ul style="list-style-type: none"> • Description of strategic planning process (e.g., agenda, presentations, session outline). • Current plan incorporating all elements listed in the standard. • Board minutes approving current strategic plan.
V.2: Annual Operations Plan	
<p>CIS affiliates develop and implement a board-approved annual operations plan. At minimum, the annual operations plan:</p> <ol style="list-style-type: none"> a. Describes how the affiliate will: <ol style="list-style-type: none"> I. Complete annual activities aligned with the goals in the strategic plan. II. Address any other key operational activities or unique needs of the affiliate for the year, including those identified in the most recent board self-assessment. b. Includes associated: <ol style="list-style-type: none"> I. Annual goals. II. Corresponding activities. III. Timelines. IV. Measures of success. V. Responsible/participating staff or board member committees, teams or positions. 	<ul style="list-style-type: none"> • Current annual operations plan incorporating all elements listed in the standard. • Board minutes showing the current annual operations plan was approved.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
V.3: Strategic and Annual Operations Plans Review	
<p>CIS affiliate boards regularly use the annual operations and strategic plans to assess the organization's progress toward accomplishing affiliate goals, and make adjustments accordingly.</p>	<ul style="list-style-type: none"> • Documentation of board review of annual operations plan progress at least quarterly in the past 12 months. • Documentation of board review of strategic plan progress in the past 12 months. • Documentation of adjustments to plans as necessary.
V.4: Accreditation and Reaccreditation	
<p>CIS affiliates comply with all national and state-level processes, procedures and timelines required for initial accreditation and ongoing reaccreditation.</p>	<ul style="list-style-type: none"> • National documentation of affiliate participation and compliance. • State office documentation of affiliate participation and compliance.

VI. Personnel Management Standards

Standard	Indicators
VI.1: Full-Time Executive Director	
<p>CIS affiliate boards hire or designate a paid, full-time executive director in accordance with all federal, state and local law. The executive director is responsible for overseeing:</p> <ol style="list-style-type: none"> a. The execution of the organization’s strategic and annual operations plans. b. Staff development. 	<ul style="list-style-type: none"> • Full-time employment of the executive director as evidenced by either: <ul style="list-style-type: none"> ○ Signed letter of full-time employment from the affiliate board, Or ○ If the executive director is paid by an outside entity (e.g., school district), a written agreement between that entity and CIS that specifies: <ul style="list-style-type: none"> ▪ That the executive director is responsible to the CIS board insofar as his or her CIS activities are concerned. ▪ The conditions under which a change in employment status may be made. • Job description that outlines the specific responsibilities of the executive director.
VI.2: Staff Hiring	
<p>CIS affiliates establish and implement standardized hiring procedures that include at minimum:</p> <ol style="list-style-type: none"> a. Public-facing locations for open job postings. b. Standardized job descriptions for all positions that clearly state job responsibilities and requisite skills, education, and experience. c. Adherence to all required screening procedures (Business Standard III.7) and background check procedures (Business Standard III.8). d. Standardized hiring/offer letter that: <ol style="list-style-type: none"> I. Includes agreed upon compensation including overtime and employee benefits as applicable. II. Requires authorized affiliate staff signature. III. Requires new employee signature. 	<ul style="list-style-type: none"> • Sample job descriptions for staff. • Hiring/offer letter template for staff. • If an employee is paid by an outside entity (e.g., school district), a written agreement between that entity and CIS that specifies: <ul style="list-style-type: none"> ○ That the staff member is responsible to CIS leadership insofar as his or her CIS activities are concerned. ○ The conditions under which a change in employment status may be made.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
VI.3: Staff, AmeriCorps/VISTA member, and Intern Orientation & Training	
<p>Each CIS affiliate executive director and all staff, as well as AmeriCorps/VISTA members and interns, are oriented to CIS and participate in training related to their specific roles and responsibilities. At minimum, this includes:</p> <p>a. Orientation:</p> <ol style="list-style-type: none"> I. Completion of the CIS University Orientation course within 90 days of hire/onboarding for all staff, AmeriCorps/VISTA members, and interns. II. Completion of a position-specific CIS University Pathway, if available: within 12 months for all staff. <p>b. Training & Development:</p> <ol style="list-style-type: none"> I. Training specific to the execution of each staff member's, AmeriCorps/VISTA member's, and intern's role, including all relevant policies and procedures (e.g., record retention policies). II. Data management system, confidentiality and data security trainings for all staff, AmeriCorps/VISTA members, and interns entering or handling student-specific data and their supervisors. III. Staff receipt of the annual update from the CIS national office. IV. Staff participation in relevant virtual national offerings (e.g., virtual Summer Institute, webinars). V. Attendance by one staff (or board member) at an in-person national event at least once per accreditation or reaccreditation cycle. 	<ul style="list-style-type: none"> • Affiliate documentation of staff, AmeriCorps/VISTA member, and intern start dates and roles. • National office records of: <ul style="list-style-type: none"> ○ CIS University training participants. ○ Staff participation in national trainings and offerings, including annual update. ○ Attendance at in-person national events. • Affiliate documentation of training specific to each staff member's, AmeriCorps/VISTA member's, and intern's role.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
VI.4: Board Orientation & Training	
<p>CIS affiliate board members are oriented to CIS and receive training related to their role and responsibilities. At minimum, this includes:</p> <ol style="list-style-type: none"> a. Orientation of incoming board chair which includes completion of the CIS University Board Member Pathway within 12 months of becoming board chair. b. Orientation of all new board members: <ol style="list-style-type: none"> I. Completion of CIS University Orientation within 12 months of joining the board. II. Review of key documents, including at minimum: <ol style="list-style-type: none"> i. Trademark License Agreement (Business Standard I.1). ii. Bylaws (II.2). iii. Board Policies (III.1). iv. Budget (IV.1). v. Strategic Plan (V.1). vi. Annual Operations Plan (V.2). vii. Agreement with State and National Offices (VII.2). c. Attendance by one board member (or staff member) at an in-person national event at least once per accreditation or reaccreditation cycle. 	<ul style="list-style-type: none"> • Affiliate documentation of board member start dates and date(s) of key document review. • National office records of: <ul style="list-style-type: none"> ○ CIS University training participants. ○ Board member attendance at in-person national events.
VI.5: Volunteer Orientation & Training	
<p>CIS affiliate volunteers are oriented to CIS and receive training and supervision related to their role and responsibilities. At minimum, this includes a local affiliate orientation.</p> <p>Regular volunteers and/or volunteers providing direct services to students must also:</p> <ol style="list-style-type: none"> a. Review affiliate’s volunteer policies prior to start date. b. Participate in training specific to their role, including confidentiality training. 	<ul style="list-style-type: none"> • Affiliate documentation of: <ul style="list-style-type: none"> ○ All volunteers, including start dates, roles and date of review of volunteer policies. ○ Volunteer participation in a local orientation for volunteers. ○ Volunteer participation in any additional role-specific training.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
VI.6: Executive Director Performance Review	
<p>CIS affiliate boards complete an annual written performance review of the executive director. At minimum, performance reviews include:</p> <p>a. An assessment of:</p> <ol style="list-style-type: none"> I. Progress toward goals in the current strategic plan. II. Completion of activities within designated timelines in the current annual operations plan. III. The executive director’s demonstration of core competencies as determined by the board. <p>b. Documentation of professional development goals and related actions to be taken in the next 12 months to meet these goals, including any corrective actions based on the previous year’s performance.</p>	<ul style="list-style-type: none"> • Blank copy of the board’s executive director evaluation form incorporating all elements listed in the standard. • Board minutes indicating the executive director was evaluated in the previous year.
VI.7: Staff Performance Reviews	
<p>CIS affiliate supervisory staff conduct annual, individual written performance reviews of all staff. At minimum, performance reviews include:</p> <p>a. An assessment of:</p> <ol style="list-style-type: none"> I. Progress toward goals, timelines and activities in the current annual operations plans pertaining to the individual staff member’s role and responsibilities. II. Demonstration of required skills/competencies as determined by supervisors/leadership. III. Any necessary corrective actions based on the previous year’s performance. <p>b. Documentation of professional development goals and related actions to be taken in the next 12 months to meet these goals.</p>	<ul style="list-style-type: none"> • Organizational chart including names, titles and supervisory relationships of all staff. • Blank copy of the affiliate’s staff evaluation form containing all required elements. • Documentation indicating all staff members were evaluated in the past 12 months.

VII. Constituent Engagement Standards

Standard	Indicators
VII.1: Communications	
<p>CIS affiliates use:</p> <ol style="list-style-type: none"> a. A dedicated business phone line exclusive to CIS. b. Email addresses for all staff that clearly identify CIS in the domain. c. National resource platforms (i.e., Yammer and the National Resource Center), with access for all staff. d. Designated staff to: <ol style="list-style-type: none"> I. Respond to public inquiries. II. Receive and disseminate national communications. 	<ul style="list-style-type: none"> • Verification phone calls to the dedicated business line. • List of all staff and their associated email addresses. • National records of national resource platform access. • List of designated staff, including name, title, designation, email address and phone number.
VII.2: Agreement with State Offices	
<p>CIS affiliates sign an agreement with their state office (where one exists) that articulates:</p> <ol style="list-style-type: none"> a. The roles and responsibilities of each entity in accordance with network protocols. b. Agreed upon data sharing permissions and protocols for data review, verification and reporting. c. The affiliate’s commitment to: <ol style="list-style-type: none"> I. Work with the state office on state-based initiatives. II. Participate in affiliate-related activities required by state office standards and/or national office. 	<ul style="list-style-type: none"> • Agreement: <ul style="list-style-type: none"> ○ Incorporating all elements listed in the standard. ○ Signed by leadership of all parties.
VII.3: School District Support	
<p>CIS affiliates have written authorization from the leadership of all school districts in which they operate to:</p> <ol style="list-style-type: none"> a. Work in schools in the district. b. Access the data needed to conduct and evaluate CIS work. c. Share data with other entities, if required. 	<ul style="list-style-type: none"> • Written authorization from school district leadership incorporating all elements listed in the standard.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
VII.4: Constituent Engagement & Advocacy	
<p>CIS affiliates engage constituents by:</p> <ol style="list-style-type: none"> a. Engaging in policy or legislative advocacy at the local, state and/or federal levels, partnering with other affiliates in the state and their state office (or with the national office where no state office exists). b. Engaging school districts in support of implementing the CIS Model. c. Maintaining a database of donors, volunteers and other constituents. d. Designating staff to enact these functions. 	<ul style="list-style-type: none"> • Documentation of advocacy and school district engagement efforts in past 12 months. • Database. • List of designated staff, including name, title, designation, email address and phone number.

VIII. Data Management Standards

Standard	Indicators
VIII.1: External Reports	
CIS affiliates complete and submit timely and accurate End of Year Reports to the national CIS office.	<ul style="list-style-type: none"> • National records indicate all required reports are accurate and submitted on time. • State office records (where one exists) indicate all required reports are accurate and submitted on time.

Comprehensive School Standards

I. Site Coordination Standards

Standard	Indicators
I.1: School Support Agreement	
<p>There is a signed written agreement between the CIS affiliate and school leadership. At a minimum, agreements clearly articulate:</p> <ol style="list-style-type: none"> a. The duration of the agreement; b. The setting in which supports are provided/brokered, including workspace, equipment and Internet access provided to the site coordinator; c. A brief explanation of the CIS model and each of the three tiers of supports to be provided; d. The roles and responsibilities of CIS and school staff; e. School leadership commitment to create or designate School Support Team members to support the delivery of the CIS Model; f. The affiliate’s referral process for case managed students; g. The school's commitment to provide CIS with the following data at agreed-upon intervals in aggregate and for individual students with consent forms: <ol style="list-style-type: none"> I. All standard CIS metrics – Attendance, Behavior, Course Performance (ABC) II. School demographic data III. Free and reduced lunch qualification data (aggregate only) IV. Any additional data points required by the affiliate. 	<ul style="list-style-type: none"> • Signed written agreement between the affiliate and current leadership at the school (if a school support agreement with all required components is articulated at the district level, then school leadership must submit a letter of support). At a minimum the agreement addresses all items required by the standard.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
I.2: Site Coordinator	
<p>CIS has a paid, designated person on site (at least 20 hours per week) responsible for ensuring all aspects of the Annual School Support Plan are implemented as designed. AmeriCorps members cannot serve as the designated site coordinator at a school. Site coordinators engage in ongoing professional development opportunities.</p>	<ul style="list-style-type: none"> • Letter of employment or reassignment showing at least .5 FTE assignment to the school. • Job description outlining responsibilities for implementing all aspects of the Annual School Support Plan. • Each site coordinator maintains and updates a professional development plan that includes: <ul style="list-style-type: none"> ○ Completion of the CIS University Site Coordinator Learning Pathway within one year of hire date ○ Data management system training ○ Participation in an annual updates webinar from the CIS national office
I.3: Annual School Needs Assessment	
<p>CIS completes an annual school needs assessment that, at minimum, is based on:</p> <ol style="list-style-type: none"> a. The school improvement plan; b. Published and verified community data; c. Input from: <ol style="list-style-type: none"> I. School administration II. School staff (i.e., counselors, social workers, custodians, etc.) III. Teachers IV. Parents/guardians V. Students d. The most recent data for all standard schoolwide metrics and any affiliate-specific metrics; e. Identification of existing resources/services/partners currently operating at the school. <p>This information is summarized, analyzed, and used to identify risk factors and prioritize the overall student needs.</p>	<ul style="list-style-type: none"> • School Needs Assessment incorporating all elements listed in the standard. • CISDM data show overall student needs are documented in the “Schoolwide Risk Factors” section of the School Support Plan.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
I.4: Annual School Support Plan	
<p>In collaboration with school leadership, and based on findings of the CIS Annual Needs Assessment, CIS staff develop a comprehensive Annual School Support Plan to implement the CIS Model. At a minimum, the plan includes:</p> <ol style="list-style-type: none"> a. School demographic data; b. Schoolwide goal(s) that address attendance, behavior, course performance, and/or school climate needs as identified in the Annual Needs Assessment; c. How progress toward identified goal(s) and success will be measured: <ol style="list-style-type: none"> I. Data to be collected, including relevant standard metrics and data source(s) II. Intervals at which data will be collected and reviewed III. How progress/improvement will be defined, including plans for monitoring and adjusting d. A brief description of supports to address schoolwide goal(s), including: <ol style="list-style-type: none"> I. Focus of support: Tier I, Tier II or Tier III II. Type of support (Program Category) III. How often each support will be available/provided IV. Projected number of students, family member participants, and/or other participants. V. Support providers: the partners, CIS staff, etc. to be involved in delivery. e. A description of the overall case management process, including: <ol style="list-style-type: none"> I. How students are identified II. How students' needs are assessed III. How Student Support Plans are developed and implemented IV. The process for monitoring and reporting on student progress and adjusting plans. f. A description of how progress against the School Support Plan will be reported to school and affiliate leadership. 	<ul style="list-style-type: none"> • Current Annual School Support Plan including all items required by the standard and clearly addressing needs identified in the Annual School Needs Assessment. • School Support Plan is signed by current school and affiliate leadership. • CISDM data show: <ul style="list-style-type: none"> ○ Complete "Planned Goals & Planned Tier I Supports" section of the School Support Plan ○ Complete Site Demographics

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
I.5: School Identity Elements	
CIS school staff regularly display and incorporate the official affiliate version of the CIS logo into all CIS materials. Logo usage must be in alignment with the current CIS Graphic Standards Manual.	<ul style="list-style-type: none">• Samples of various documents, clothing and materials such as event flyers, nametags and CIS school forms showing correct identity element usage.• Signage at school showing correct identity element usage.• All CIS school-based staff wear CIS name tag daily.

II. Case Management Standards

Standard	Indicators
II.1: Consent Form	
<p>Prior to providing supports to individual students and entering their information into CISDM, CIS secures appropriate written consent from parents or legal guardians that includes permission to broker/provide supports to students and to access, track and report all required data, including free and reduced lunch qualification.</p> <p>Consent forms are securely maintained and retained for a minimum of 3 years.</p>	<ul style="list-style-type: none"> • Student files show CIS has been granted written consent from parents or legal guardians that includes all elements required by the standard. • The 'Parent Consent' check box in the Student Profile has been checked 'Yes' for each student entered into CISDM.
II.2: Individual Needs Assessment	
<p>CIS completes an initial needs assessment with each student identified for case management that at minimum:</p> <ol style="list-style-type: none"> a. Collects basic demographic information; b. Assesses student risk factors and assets; c. Establishes a baseline for all standard metrics – attendance, behavior, course performance (ABC) 	<ul style="list-style-type: none"> • Student files for each student show a completed initial needs assessment containing all elements required by the standard.
II.3: Student Support Plan	
<p>CIS develops Student Support Plans for case managed students based on each student's individual needs assessment. At a minimum, all Student Support Plans include:</p> <ol style="list-style-type: none"> a. Basic demographic information b. Assessed risk factors c. At least one attendance, behavior or course performance (ABC) goal d. Plans to track at least one related standard metric for each established ABC goal and any additional affiliate-specific metrics e. Supports and resources to be provided f. Timeline for providing the supports or resources g. Plans to assess student progress 	<ul style="list-style-type: none"> • Current Student Support Plan including all items required by the standard and clearly addressing needs identified in each individual needs assessment. • CISDM data show all case managed students have: <ul style="list-style-type: none"> ○ Complete Student Profiles and Student Support Plans ○ Complete Intake Fields on the Student Monitoring Page

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
II.4: School Saturation	
<p>CIS case manages 10% of the student population in schools with fewer than 1,000 students or 5% of the student population in schools with 1,000 or more students. At minimum, all case managed students participate in at least one of the following to help them achieve their established attendance, behavior or course performance goal(s):</p> <ol style="list-style-type: none"> Tier II support: targeted services for students with a common need Tier III support: intensive, individualized services 	<p>At minimum, CISDM data show:</p> <ul style="list-style-type: none"> 10% of the student population in schools with fewer than 1,000 students participate in case management, or 5% of the student population in schools with 1,000 or more students participate in case management. All case managed students participate in at least one Tier II or Tier III program or intervention.
<p><i>*Note: saturation rates may change after the 2015-16 school year based on additional results from research being conducted by the national office.</i></p>	
II.5: Check-Ins	
<p>CIS checks in with case managed students at least monthly to ensure ongoing engagement, participation, and progress toward established goals.</p>	<p>At minimum, CISDM data show:</p> <ul style="list-style-type: none"> Monthly check-ins with each case managed student.
II.6: Monitoring Student Progress & Outcomes	
<p>CIS monitors case managed student progress toward established goals in accordance with the Annual School Support Plan and each student's Student Support Plan. At a minimum, this includes:</p> <ol style="list-style-type: none"> Assessing student progress toward reaching established attendance, behavior and course performance (ABC) goal(s) Adjusting Student Support Plans on a periodic basis to maximize the likelihood of students successfully achieving their goals Assessing student achievement of established goals 	<p>CISDM data for each case managed student show:</p> <ul style="list-style-type: none"> Student data for at least one standard metric related to each ABC goal is documented at the end of each grading period on the Student Monitoring Page. Student progress toward established goal(s) is documented each grading period in the Student Progress area. Results of student progress toward each goal are documented in the Student Goal Achievement area annually. The Student EOY/Closeout Status area is completed annually.

III. Tiered Support Standards

Standard	Indicators
III.1: Tier I Saturation	
<p>Per the Annual School Support plan, CIS provides and/or brokers widely accessible supports throughout the school year as part of an integrated plan to mitigate at least one schoolwide need and reach a related schoolwide attendance, behavior, course performance and/or school climate goal.</p> <p>Tier I Supports:</p> <ol style="list-style-type: none"> Reach a minimum of 75% of the students at the school. Are offered 4-6 times per year, or more frequently as needed, to achieve the established schoolwide goal. 	<p>CISDM data show:</p> <ul style="list-style-type: none"> At minimum, one schoolwide risk factor and schoolwide goal are selected in the School Support Plan area. A combination of supports reach at least 75% of the total school population. A minimum of 4-6 Tier I supports aligned with the schoolwide goal(s) were provided/brokered during the year.
III.2: Tier I Support Delivery	
<p>Widely accessible prevention and intervention supports are tracked in accordance with the Annual School Support Plan and as part of an integrated plan to mitigate at least one schoolwide need and reach the established schoolwide goal(s). At a minimum, this includes:</p> <ol style="list-style-type: none"> Delivery dates Providers Estimated number of students/family members who benefited Duration 	<p>CISDM data show:</p> <ul style="list-style-type: none"> Supports entered in CISDM align with the supports proposed in the Annual School Support Plan. Data are current and include all items required by the standard.
III.3: Tier I Monitoring and Adjusting	
<p>CIS monitors and adjusts Tier I supports as described in the Annual School Support Plan based on emerging needs of students, available resources, and progress toward the schoolwide goal(s). Monitoring occurs at least once per grading period, and adjustments are made at least once per year.</p>	<p>CISDM data show:</p> <ul style="list-style-type: none"> Progress related to Tier I supports and attendance, behavior, course performance and/or school climate goal(s) is documented each grading period in the School Progress area. Needed adjustments are made to the School Support Plan at least once per year.
III.4: Tier I Metrics & End of Year Results	
<p>CIS assesses the achievement of schoolwide goal(s) as established in the Annual School Support Plan.</p>	<p>CISDM data show:</p> <ul style="list-style-type: none"> Data for all standard schoolwide metrics is entered annually. School Goal Achievement is entered annually.

BUSINESS AND STUDENT SUPPORT STANDARDS

Standard	Indicators
III.5: Tier II and Tier III Support Delivery	
<p>CIS tracks Tier II and Tier III supports provided to case managed students in accordance with the affiliate’s uniform electronic data management system. At a minimum, this includes:</p> <p>Documentation of all Tier II and Tier III supports or resources provided to each case managed student, including:</p> <ol style="list-style-type: none"> a. Dates b. Providers c. Duration. 	<p>CISDM data show supports entered in CISDM:</p> <ul style="list-style-type: none"> • Align with the supports proposed in the Annual School Support Plan • Are up-to-date • Include all information required by the standard

IV. Reporting Standards

Standard	Indicators
IV.1: Periodic Updates, School Leadership	
<p>CIS staff update school leadership at least once per grading period regarding the Annual School Support Plan. At minimum, progress reports include:</p> <ol style="list-style-type: none"> Up-to-date detail on supports provided since the last report Progress or outcome measures for all standard schoolwide and individual student metrics Progress or outcome measures for any school- or affiliate-specific metrics 	<p>Documented updates:</p> <ul style="list-style-type: none"> Occur at least once per grading period Include all required elements of the standard
IV.2: Periodic Updates, School Support Team	
<p>The CIS site coordinator provides updates at least once per grading period against the Annual School Support Plan to School Support Team members.</p>	<p>Documented updates:</p> <ul style="list-style-type: none"> Occur at least once per grading period Include all required elements of the standard
IV.3: Periodic Updates, Affiliate Leadership	
<p>CIS staff update affiliate leadership at least once per grading period regarding the Annual School Support Plan. At minimum, progress reports include:</p> <ol style="list-style-type: none"> Up-to-date detail on supports provided since the last report Progress or outcome measures for all standard schoolwide and aggregated individual student metrics Progress or outcome measures for any school- or affiliate-specific metrics Update regarding activities and meetings with school leadership and the School Support Team Update regarding any site-specific challenges 	<p>Documented updates:</p> <ul style="list-style-type: none"> Occur at least once per grading period Include all required elements of the standard
IV.4: End of Year Reporting	
<p>CIS staff provide timely, accurate and electronic reports of all required data.</p>	<p>CISDM data for each school shows completion of:</p> <ul style="list-style-type: none"> The Annual EOY Report

General Youth Services Standards

Standard	Indicators
I.1: Written Site Agreement	
<p>There is a signed written agreement between the CIS affiliate and leadership at each site where general youth services occur. At a minimum, agreements clearly articulate:</p> <ol style="list-style-type: none"> The duration of the agreement The initiative or program to be provided/brokered by CIS, including its target participants, goals and expected outputs or outcomes, associated partners, and timeline The roles and responsibilities of CIS and school staff The school's commitment to provide CIS with appropriate information to identify and enroll student/family participants and assess the program 	<ul style="list-style-type: none"> Signed written agreement between the affiliate and current leadership at each site. At a minimum the agreement addresses items required by the standard.
I.2: Consent Form	
<p>Prior to providing any services to students that require parental consent or entering their information into CISDM, CIS secures appropriate written consent from parents or legal guardians that includes permission to broker/provide support to students and to access, track and report all required data, including free and reduced lunch qualification.</p> <p>Consent forms are securely maintained and retained for a minimum of 3 years.</p>	<ul style="list-style-type: none"> Student files show CIS has been granted written consent from parents or legal guardians that includes all elements required by the standard. The 'Parent Consent' check box in the Student Profile has been checked 'Yes' for each student entered into CISDM.
I.3: Data Entry	
<p>CIS affiliates record the following data in CISDM at least annually for all locations where general youth services occur:</p> <ol style="list-style-type: none"> School/site name School/site demographics Number of services brokered/delivered Number of program participants 	<ul style="list-style-type: none"> Complete School Profile in CISDM for all sites where general youth services occur Annual completion of Site Demographics in CISDM for each site No less than annual entry of number of services provided/brokered and total number of program participants Annual completion of a modified EOY Report for each site in CISDM