



District Requirements Report

Sandusky Community School District

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TABLE OF CONTENTS

Introduction	1
District Systems Review	
Introduction	3
Strand I: Teaching for Learning	4
Standard 1: Curriculum	4
Standard 2: Instruction	5
Standard 3: Assessment	6
Strand II: Leadership for Learning	7
Standard 4: Instructional Leadership	7
Standard 5: A Culture for Learning	8
Standard 6: Organizational Management	9
Strand III: Professional Learning Culture	10
Standard 7: Professional Learning Culture	10
Standard 8: Professional Learning System	12
Strand IV: School, Family, and Community Relations	13
Standard 9: Communication	13
Standard 10: Engagement	14
Report Summary	15

Introduction

The District Systems Review is a self-assessment tool to help districts develop a common understanding of the "big picture" of their current state, related to key strands, standards and indicators from the District Improvement Framework 2.0. When used with its companion, the School Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting school and district improvement.

District Systems Review

Introduction

The District Systems Review is a self-assessment tool to help districts develop a common understanding of the “big picture” of their current state, related to key strands, standards and indicators from the District Improvement Framework 2.0.

When used with its companion, the School Systems Review, both self-assessments provide a way to look at the interdependent relationship between the district and school and the extent of the systems alignment supporting district and school improvement.

Strand I: Teaching for Learning

The district leadership focuses on quality teaching and learning that promotes student achievement for all as its primary purpose. It ensures an aligned system of curriculum, instruction and assessment that meets state standards and addresses a commitment to equity and diversity.

Overall Rating: 2.67

Standard 1: Curriculum

Indicator 1: Establish and Ensure Support for Curriculum

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district has documentation that all schools' written curriculum are aligned with Michigan's standards as adopted by the State Board of Education.
<input checked="" type="checkbox"/>	The district ensures that curriculum are aligned both horizontally (within the grade or subject) and vertically (across grades).
<input checked="" type="checkbox"/>	The district ensures that instructional staff have access to guidelines for student accommodations and modifications to the curriculum.
<input type="checkbox"/>	The district utilizes a systematic and documented process, cycle and timeline to collaboratively review alignment of district curriculum to state standards.
<input checked="" type="checkbox"/>	The district clearly communicates the expectations and outcomes for curriculum to stakeholders (students, staff, parents, community members, partnering agencies, etc.).
<input checked="" type="checkbox"/>	The district monitors for alignment of curriculum and fidelity of implementation at all levels.

Evidences	
<input checked="" type="checkbox"/>	District-wide curriculum maps contain specific information regarding K-12 horizontal and vertical alignment (what is taught at each grade level)
<input checked="" type="checkbox"/>	District communications about curriculum (e.g., newsletters, online communications, social media, brochures of grade level/subject/curriculum expectations, Pacing Guides for teachers)
<input type="checkbox"/>	District guidelines for accommodations, modifications are posted on district website
<input checked="" type="checkbox"/>	Documentation of district-provided staff training on curriculum, assessment, instruction implementation (agendas, sign-in sheets, etc.)
<input checked="" type="checkbox"/>	Systemic monitoring of curriculum implementation (walk-throughs, etc.) and analysis of the data collected
<input type="checkbox"/>	Minutes of district-level curriculum meetings reflect discussions regarding curriculum alignment
<input type="checkbox"/>	Standards-based/standards-referenced report cards
<input type="checkbox"/>	The district utilizes collaboratively-developed curricular resources (e.g. MAISA developed math and ELA units, regional projects, ISD/ESA resources, MDE resources)
<input checked="" type="checkbox"/>	Individual Education Programs (IEPs) that reference appropriate curricular standards
<input type="checkbox"/>	Evidence of district-wide implementation of Multi-tiered Systems of Support (district policy or guidelines)
<input type="checkbox"/>	Individual Professional Development/Learning Plans for staff that reference curriculum
<input checked="" type="checkbox"/>	Curriculum review cycle and timeline
<input type="checkbox"/>	Other: _____

Standard 2: Instruction

Indicator 2: Establish and Ensure Support for Instruction

Rating: Full Implementation

Characteristics

- ✓ The district monitors and provides direction on effective instructional practices and school/district processes (e.g., collaborative time, student supports and interventions, culture/climate interventions) for their impact on student achievement and educator effectiveness.
- ✓ The district supports effective instructional design at every school through district systems and resource allocations (time, finances, materials, equipment, and personnel).
- ✓ The district provides instructional materials and resources that are research-based and aligned to state standards and district curriculum.
- ✓ The district provides technology access and support that enhances instruction and serves as a resource tool for planning and effective instructional delivery.
- ✓ The district clearly communicates the expectations and outcomes for quality instruction to stakeholders.

Evidences

- Student engagement survey results that address effectiveness of instruction
- ✓ Teacher perception survey results regarding instructional needs and instructional practices
- Staffing and scheduling demonstrates implementation of a Multi-Tiered System of Support
- ✓ District Improvement Plan reflects support of instruction at the school level
- Quarterly District Improvement Plan progress reports
- ✓ Staff evaluation process includes student growth measures
- ✓ District budget demonstrating allocation of resources based on schools' needs
- ✓ Board-approved Parent Engagement Policy
- ✓ District-adopted lesson plan template
- ✓ Support of online learning (e.g., Blackboard, Moodle, e-learning)
- The district utilizes collaboratively-developed instructional resources (e.g., MAISA developed math and ELA units, regional projects, ISD/ESA resources, MDE resources)
- ✓ Board minutes that indicate updated instructional initiatives
- Evidence of classroom coaching and associated conferencing with the coach and classroom teacher
- ✓ Walkthroughs/observations
- Documentation of a plan for fidelity of instruction
- Other: _____

Standard 3: Assessment

Indicator 3: Establish and Ensure Support for Assessment

Rating: Full Implementation

Characteristics	
✓	The district coordinates the implementation of state assessments and accountability.
✓	The district creates, documents, implements and monitors a balanced assessment system aligned to state standards and the district curriculum.
✓	The district ensures that multiple sources of data are available and used to identify gaps between student groups and/or within the curriculum in every school.
✓	The district ensures that administrators and instructional staff are assessment literate (knowledgeable about the components and uses of high quality assessments).
✓	The district systematically analyzes district and school level assessment results, patterns, and trends, and provides feedback and support to school educators that impact instructional decision-making and the alignment of school and district improvement planning.
✓	The district clearly communicates the expectations and outcomes for assessments to stakeholders.
✓	The district provides technology access and support that serves as a resource tool for a balanced assessment system, monitoring of student progress and communicating information about students.
✓	The district supports a structure for instructional staff to collaboratively analyze student data in order to make placement decisions for interventions.

Evidences	
✓	Documentation of administrative procedures/processes for assessments
✓	District-wide assessment plan includes purposes and uses of assessments
<input type="checkbox"/>	Common formative and summative assessments
✓	Sign-in sheets, agendas, and training materials from professional learning for staff and administrators focused on assessment literacy
✓	Technology support for assessment data collection and management
✓	Website/Parent Portal that includes access to student assessment results
✓	Meeting agendas/minutes that reflect district-wide decisions based on multiple sources of assessment data
<input type="checkbox"/>	The district utilizes collaboratively-developed assessment resources (e.g. Formative Assessment for Michigan Educators (FAME) project, regional projects, ISD/ESA resources, MDE resources)
<input type="checkbox"/>	Standards-based/standards-referenced report cards
✓	Schedule of collaborative time provided for staff to analyze student achievement results
✓	Documentation of the ways in which teachers are involved in district/system assessment decisions (meeting minutes, agendas, decision logs, etc.)
<input type="checkbox"/>	Implementation of formative assessment practices
<input type="checkbox"/>	Other: _____

Strand II: Leadership for Learning

The district leadership collaboratively creates, communicates, and implements a shared vision; provides organizational support and resources to enhance curriculum, instruction and assessment practices, promotes leadership growth and establishes and models a climate for learning.

Overall Rating: 3.0

Standard 4: Instructional Leadership

Indicator 4: Establish and Ensure Support for Instructional Leadership

Rating: Full Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district collaboratively creates, communicates and sustains a shared vision that is embedded into policies and practices.
<input checked="" type="checkbox"/>	The district communicates through words and actions to stakeholders that its primary focus is success for all students.
<input checked="" type="checkbox"/>	The district ensures that instructional leaders have the skills, support and resources needed to provide direction and guidance for effective curriculum, instruction and assessment practices aimed at increasing student achievement.
<input checked="" type="checkbox"/>	The district strategically and intentionally develops instructional leadership capacity within the system.
<input checked="" type="checkbox"/>	District leadership works with school leaders to align the district improvement plan with the school improvement plans.
<input checked="" type="checkbox"/>	District leaders use data to hold themselves and school leaders accountable for progress at all levels.

Evidences	
<input checked="" type="checkbox"/>	Evidence of collaboratively developed vision statement (meeting minutes, agendas, sign-in sheets)
<input type="checkbox"/>	Vision statement displayed throughout the district
<input checked="" type="checkbox"/>	District Improvement Plan reflects the district vision
<input type="checkbox"/>	Quarterly progress reports on implementation of the District Improvement Plan aligned to the School Improvement Plans
<input type="checkbox"/>	Data walls throughout the district highlighting student achievement
<input checked="" type="checkbox"/>	District-led study groups on instructional leadership for stakeholders
<input checked="" type="checkbox"/>	Agendas, sign-in sheets, and materials from professional learning for leadership development in curriculum, instruction, and assessment
<input checked="" type="checkbox"/>	Stakeholder perception survey results that reflect implementation of the vision and leadership effectiveness
<input checked="" type="checkbox"/>	Administrator evaluations include student achievement results (e.g., Educator Evaluation model)
<input checked="" type="checkbox"/>	Artifacts that demonstrate the ways in which positive expectations are communicated throughout the district (e.g., mottos, banners, posters, newsletters)
<input type="checkbox"/>	The district utilizes collaboratively-developed instructional leadership resources (e.g., regional projects, ISD/ESA resources, MDE resources)
<input checked="" type="checkbox"/>	Professional learning needs are identified through a staff evaluation system
<input type="checkbox"/>	Documented instructional practices related to vision
<input checked="" type="checkbox"/>	Evidence of monitoring and evaluating school improvement efforts across the district
<input checked="" type="checkbox"/>	Evaluation plans regarding district systems, programs, services
<input type="checkbox"/>	Other: _____

Standard 5: A Culture for Learning

Indicator 5: Establish and Ensure Support for a Culture for Learning

Rating: Full Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district intentionally models and focuses on creating a culture of mutual respect, collaboration and high expectations for all.
<input checked="" type="checkbox"/>	Systems and structures are in place to meet the varied needs of students who require specific types of assistance; this assistance is monitored for timeliness and effectiveness.
<input checked="" type="checkbox"/>	The district provides organizational policies and procedures for effective, supportive, emotionally and physically safe learning environments.
<input checked="" type="checkbox"/>	The district creates structures and processes that support continuous, collaborative learning for the adults in the system.
<input checked="" type="checkbox"/>	The district supports the growth of leaders in stakeholder groups: staff, student, parent and community through a variety of methods.

Evidences	
<input checked="" type="checkbox"/>	District-wide culture/climate survey results
<input type="checkbox"/>	Evidence of multiple roles and perspectives involved in strategic planning with the school board
<input type="checkbox"/>	Shared agreements about how stakeholders work together (e.g., ground rules, group norms)
<input type="checkbox"/>	Bargaining agreements that reflect opportunities for collaboration and learning
<input type="checkbox"/>	System-wide programs that focus on a climate of engagement/support and high expectations for all students (e.g., Capturing Kids' Hearts, Positive Behavior Intervention Supports)
<input checked="" type="checkbox"/>	Internet Safety Policy
<input type="checkbox"/>	The district utilizes collaboratively-developed culture/climate resources (e.g., regional projects, ISD/ESA resources, MDE resources)
<input checked="" type="checkbox"/>	District schedule incorporates collaborative time for staff
<input type="checkbox"/>	District calendar of professional development days/times focused on culture and climate
<input checked="" type="checkbox"/>	Agendas of district-level professional learning team meetings
<input type="checkbox"/>	Differentiated Instruction teams include a variety of district stakeholders (sign-in sheets, list of team names and roles)
<input checked="" type="checkbox"/>	State/federal safe school reports
<input type="checkbox"/>	Board trainings, agendas that reflect attention to climate/culture
<input type="checkbox"/>	Examples of how Multi-Tiered Systems of Support data influences School and District improvement Plans (Early Warning Signs, Positive Behavior Information Supports, etc.)
<input checked="" type="checkbox"/>	Safe schools, health and wellness are focus in District Improvement Plan
<input checked="" type="checkbox"/>	Sign-in sheets from meetings, professional learning, etc., indicate that all staff members, including special education, teachers of English Language Learners, non-academic staff, ancillary staff, etc. are part of District Improvement Planning, professional learning, etc.
<input type="checkbox"/>	Other: _____

Standard 6: Organizational Management

Indicator 6: Establish and Ensure Support for Organizational Management

Rating: Full Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district ensures communication systems at all levels address diversity in language and culture.
<input checked="" type="checkbox"/>	The district aligns its improvement plan to the goals and plans of its schools.
<input checked="" type="checkbox"/>	The district has systems in place to actively attract, recruit, select and retain high quality staff.
<input type="checkbox"/>	The district ensures that fiscal, academic and human resources are allocated to support increased student success.
<input checked="" type="checkbox"/>	There is a district-wide electronic data system used to collect and share data across the schools.
<input checked="" type="checkbox"/>	The district has processes in place for use of multiple sources and types of data to strategically guide district and school planning.
<input type="checkbox"/>	The district has a system in place to plan, monitor and evaluate programs, initiatives and strategies.

Evidences	
<input type="checkbox"/>	Quarterly progress reports on implementation of the District Improvement Plan
<input checked="" type="checkbox"/>	Board meeting agendas/minutes where resource allocation decisions are discussed
<input type="checkbox"/>	Agendas/notes from public forum meetings
<input type="checkbox"/>	Communication plan that addresses diversity in language and culture
<input type="checkbox"/>	Documentation of District Improvement Planning Process
<input checked="" type="checkbox"/>	Evidence of recruiting and retaining high quality teaching candidates
<input checked="" type="checkbox"/>	Budgets that reflect allocation by need based on multiple sources of data
<input type="checkbox"/>	Data walls throughout the district highlighting student achievement
<input checked="" type="checkbox"/>	Data warehouse/data reports are generated and used for district and school planning
<input type="checkbox"/>	An electronic data system is used to collect, manage and analyze multiple sources and types of data
<input checked="" type="checkbox"/>	Evaluation reports and data summaries of programs, initiatives, strategies
<input type="checkbox"/>	MDE Program Evaluation Tool
<input checked="" type="checkbox"/>	Trainings for data system (indicating fidelity of use of system and adult proficiency)
<input type="checkbox"/>	Human Resources office broadly disseminates position postings
<input type="checkbox"/>	Other: _____

Strand III: Professional Learning Culture

The district leadership develops and implements a professional learning system to ensure that all instructional staff have the necessary knowledge, skills and abilities to support the learning outcomes of all students.

Overall Rating: 2.5

Standard 7: Professional Learning Culture

Indicator 7: Establish and Ensure Support for a Professional Learning Culture

Rating: Full Implementation

Characteristics	
✓	The district ensures that there is a system in place for collaborative learning at all levels.
✓	The district supports effective professional learning at every school that meets the needs of all learners through district systems and resource allocations (time, finances, materials, equipment, personnel).
✓	A collaborative culture exists within all schools in the district in which staff support one other through feedback and instructional coaching to implement new learning.
✓	District personnel engage in new learning and ensure its effective implementation through ongoing monitoring and evaluation.
✓	District personnel build their own skills and abilities in how to effectively manage their systems and resources in support of teaching and learning through appropriate professional learning.

Evidences	
✓	Schedule of district collaborative time allocation for learning teams at all levels
✓	Budget showing allocation for professional learning
✓	Professional Learning Plan reflected in the District Improvement Plan
✓	Individual professional learning plans for all staff members including building and central office administrators
<input type="checkbox"/>	Documentation of professional learning opportunities related to feedback and coaching
<input type="checkbox"/>	Quarterly progress reports on implementation of the District Improvement Plan
<input type="checkbox"/>	Agendas/minutes that describe changes in practice at the district level resulting from professional learning
<input type="checkbox"/>	Evidence of monitoring and evaluation of professional learning (walk-throughs, observations, surveys, etc.)
<input type="checkbox"/>	Documentation of how each building level plan (including budget) supports the goals of the District Improvement Plan
✓	Evidence of district-wide communication regarding professional learning (emails, etc.)
<input type="checkbox"/>	Agendas and minutes of K-12 meetings where each level/grade explains progress toward the building and district goals
✓	Documentation of how each building level plan (including the budget) supports the goals of the District Improvement Plan
<input type="checkbox"/>	Evidence of district-wide communication regarding professional learning (emails, etc.)
<input type="checkbox"/>	Agendas and minutes of K-12 meetings where each level/grade explains progress toward the building and district goals
✓	Sign-in sheets from meetings, professional learning, etc., indicate that all staff members, including special education, teachers of English Language Learners, non-academic staff, ancillary staff, etc., are involved in District Improvement Planning, professional learning, etc.
<input type="checkbox"/>	Sharing of District Improvement Plan process at monthly school board meetings
✓	Common/written agreement of instructional walk-through "look-fors"
<input type="checkbox"/>	Peer observations (planning meeting notes, schedule, notes from observation)
✓	MDE Program Evaluation Tool and results
<input type="checkbox"/>	School Improvement Review (SIR) of "Instructional Rounds"-type process documentation and feedback
✓	Professional Development/Learning Plan shows evidence of differentiation based on staff needs
<input type="checkbox"/>	Other: _____

District Requirements Report

Sandusky Community School District

Standard 8: Professional Learning System

Indicator 8: Establish and Ensure Support for a Professional Learning System

Rating: Partial Implementation

Characteristics

- The district develops a three to five year improvement plan that identifies priorities for professional learning based on a comprehensive assessment of student and educator learning needs to ensure educator effectiveness.
- The district ensures that professional learning is on-going, job-embedded, data-driven and collaboratively designed.
- The district creates structures, processes and procedures to support school and classroom level implementation of effective professional learning.
- The district ensures that school leaders evaluate the effectiveness of professional learning in improving teacher practice by collecting evidence of the change in instructional practice and the impact on student achievement.
- The district supports effective professional learning that meets the differentiated needs of all learners through district systems and resource allocations (time, finances, materials, equipment, and personnel).

Evidences

- Professional Learning Plan included in the District Improvement Plan
- Needs assessment results that informed the development of the Professional Learning Plan
- Quarterly progress reports on implementation of the District Improvement Plan
- Professional learning calendar has evidence of job-embedded and ongoing learning opportunities
- Documentation of the school-level implementation of professional learning (e.g., classroom observations, perception surveys, lesson plans, student surveys, teacher focus groups, School Improvement Plans)
- Evaluation of Professional Learning activities (results, relationship to student achievement, implementation and monitoring)
- Annual Ed Report regarding highly qualified requirements for staff
- Minutes, agenda, and sign-in sheets from professional learning opportunities
- Analysis of the Individual Development Plans to determine professional learning needs
- The district utilizes collaboratively-developed professional learning resources (e.g. regional projects, ISD/ESA-provided professional learning, MDE resources)
- 3-5 Year District Strategic Plan
- Differentiated professional learning by school
- Professional Learning Budgets
- Consolidated Application for Title One Funding
- Education Resource Strategies (ERS) Resource Check (District-level – for districts with Priority and Focus Schools)
- Grade-level meeting agendas, notes
- Other: _____

Strand IV: School, Family, and Community Relations

The district leadership uses effective strategies to communicate, engage and collaborate with families and the community to support student learning.

Overall Rating: 2.0

Standard 9: Communication

Indicator 9: Establish and Ensure Support for Communication

Rating: Partial Implementation

Characteristics	
<input checked="" type="checkbox"/>	The district communication plan ensures that district and school communications are responsive to diversity in language, cultural traditions and belief systems.
<input type="checkbox"/>	The district monitors its communication plan on an ongoing basis and evaluates its effectiveness at least annually.
<input checked="" type="checkbox"/>	The district provides families and the community with information such as policies, procedures, events, assessment results, curriculum, instruction and assessment practices.
<input checked="" type="checkbox"/>	The district gathers data from family and community members on a regular and systematic basis to measure the effectiveness of programs and processes that support student learning.
<input type="checkbox"/>	The district communicates how the information gathered from stakeholders is used to improve services and programs.

Evidences	
<input checked="" type="checkbox"/>	District communications are culturally sensitive and may include websites, newsletters, on-line communication, social media, brochures of grade level/subject curriculum content
<input checked="" type="checkbox"/>	Parent involvement policy
<input type="checkbox"/>	District Communication Plan including translation procedures (as needed)
<input type="checkbox"/>	Evaluation of District Communication Plan
<input type="checkbox"/>	Professional learning for staff in understanding cultural differences
<input checked="" type="checkbox"/>	Evidence of opportunities for stakeholders to provide input at public meetings, such as School Board Meetings, District Improvement Meetings
<input type="checkbox"/>	Evidence of parent/community participation in District Improvement Team meetings
<input type="checkbox"/>	Automated phone messaging, available in multiple languages, if needed
<input type="checkbox"/>	Parent/family and community survey results addressing district communication efforts
<input type="checkbox"/>	Evidence of program modifications/adjustments based on parent/family and community input
<input checked="" type="checkbox"/>	Parent Portal (parents/guardians can access student information)
<input type="checkbox"/>	Safety Tip Line/Silent Observer (takes anonymous phone calls that impact the safety of students in schools)
<input checked="" type="checkbox"/>	Evidence of informal, ongoing, open office hours, coffee hours, etc.
<input type="checkbox"/>	Translation services/documents
<input checked="" type="checkbox"/>	Other: REMIND - text notification in use for emergency communication District Face Book page used for positive communication

Standard 10: Engagement

Indicator 10: Establish and Ensure Support for Engagement

Rating: Partial Implementation

Characteristics

- The district provides opportunities for family and community members to participate in district-wide improvement and decision-making processes.
- The district supports school-level volunteer efforts through training and appropriate screening.
- The district ensures that individual schools provide both academic and non-academic volunteer opportunities at varying times.
- In collaboration with schools, families and the community, the district provides both academic and non-academic programs that support the learning of stakeholders.
- The district establishes, monitors and evaluates strategic partnerships with community organizations to maximize resources to support the identified needs of stakeholders.

Evidences

- Board approved Parent Involvement Policy
- Procedures for volunteer screening that include background checks, fingerprinting
- Training for volunteers
- Documentation of volunteer hours for each school
- Documentation of community organizations that support the schools and how (e.g., resources brought in, etc.)
- Documentation of community-wide professional learning opportunities (agendas, schedules, registration lists, feedback questionnaires, etc.)
- Calendar of community involvement activities (Career nights, college fairs, district advisory council with reps from community, etc.)
- Evidence of district/school board support for student service projects/community engagement projects
- Partnerships with higher education (e.g., projects, grants, student participation, student teaching)
- Documentation of how community partnerships are established, monitored, and evaluated (agreements, memos of understanding, goal statements, action plans, communication plans, evaluation plans)
- Evidence of coordination with university/college extension offices, Chamber of Commerce, etc.
- Stakeholder surveys
- Mentoring programs with community groups/organizations
- Service learning opportunities
- Vocational/technical partnerships
- Adult education offerings (mailings, fliers, course descriptions, information posted on website, etc.)
- Community events held in schools (document what, when, who attended and potential outcomes)
- Other: _____

Report Summary

Indicator	Beginning	Partial	Full	Sustained
Standard 1: Curriculum				
Indicator 1: Establish and Ensure Support for Curriculum		✓		
Standard 2: Instruction				
Indicator 2: Establish and Ensure Support for Instruction			✓	
Standard 3: Assessment				
Indicator 3: Establish and Ensure Support for Assessment			✓	
Standard 4: Instructional Leadership				
Indicator 4: Establish and Ensure Support for Instructional Leadership			✓	
Standard 5: A Culture for Learning				
Indicator 5: Establish and Ensure Support for a Culture for Learning			✓	
Standard 6: Organizational Management				
Indicator 6: Establish and Ensure Support for Organizational Management			✓	
Standard 7: Professional Learning Culture				
Indicator 7: Establish and Ensure Support for a Professional Learning Culture			✓	
Standard 8: Professional Learning System				
Indicator 8: Establish and Ensure Support for a Professional Learning System		✓		
Standard 9: Communication				
Indicator 9: Establish and Ensure Support for Communication		✓		
Standard 10: Engagement				
Indicator 10: Establish and Ensure Support for Engagement		✓		