



NOTE: This application should only be completed by charter schools currently authorized by District 11 who are seeking to expand their current educational program beyond their current charter contract, including, but not limited to, grade levels served, additional site, etc.)

CHARTER SCHOOL EXPANSION APPLICATION AND EVALUATION STANDARDS

Colorado Revised Statutes (CRS) defines a charter school as a school that “...shall be a public, nonsectarian, non-religious, non-home-based school which operates within a public school district.” CRS 22-30.5-104(1). Further, statute states that “A charter school applicant cannot apply to, or enter into a charter contract with, a school district unless a majority of the charter school’s pupils, other than on-line pupils, will reside in the charter school district or in school district contiguous thereto” CRS 22-30.5-104 (2)(a).

An application may be submitted by one or more individuals, or by a nonprofit, governmental, or other entity or organization. The applicant must either have in place a governing board or be able to provide a clear proposed governance structure.

NOTE: A Review of applications will begin no earlier than August 1 and not later than September 1

Application Timeline

Letter of Intent Due not later than:	June 1
Application Due not later than:	August 1
Community Meetings	TBD
Application Forwarded to Board of Education	TBD
Applicant Capacity Interview with Review Team	TBD
Initial Presentation to Board of Education	TBD
Board of Education Action	TBD

Application Elements

Letter of Intent

Please submit a Letter of Intent by the deadline identified above. The Letter of Intent is a **one to two-page** narrative providing the prospective authorizer the information listed below.

1. The name of the proposed charter school
2. The names of individuals who form the core group, or steering committee, that is working on the development of the charter school
3. The proposed location (if known)
4. The proposed grade levels to be served in year 1 and at full build-out. Provide a timeline for full build-out
5. The proposed opening date of the school
6. A brief rationale for the proposal - why the charter school is proposing an expansion, the need for an expansion and how the expansion complements the current programming.

At least 90 calendar days before submitting an application (the closest business day to June 1) applicants must file an "Intent to Apply" form (LBD-E1) with the District. The applicant must include with the intent to apply form an executive summary of the proposed school with the following information components:

- (1) Name of school, grade levels to be served and growth plan, proposed operating date
- (2) Vision and mission statements including how they were created
- (3) A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission
- (4) How the proposed school will be more effective than the schools currently serving the targeted student population
- (5) Unique features such as non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- (6) Student body to be served, such as key demographic data, targeted geographical area, etc.
- (7) Evidence of community need of a school of this nature.
- (8) Proposed location of the expansion site (if different from the current site)

The deadline for submission of a new charter school application shall be **August 1** of the calendar year prior to the year in which the charter school is to begin operation, or as may be required by statute. Charter applicants may only submit one application, with applicable modifications as may be required, per calendar year. The potential charter school (applicant) will submit five (5) hard copies of the completed formal application (with ability to produce more, if requested), along with one electronic copy

in a version compatible with current district technology requirements, in a format agreed to by the parties, by 4 p.m. local time, August 1 for consideration to open a school the next school year. If the August 1 deadline falls on a weekend, the application must be submitted by 4 p.m. the Friday before the August 1 date. The applicant shall submit the application to the District's designated administrator(s). Within 15 calendar days of receiving the application, the district administrator shall review the application to determine whether all components required by law and policy have been addressed.

If the application is deemed incomplete, the district administrator will document the missing components in a written notice to the applicant within the 15-calendar day period. Applicants shall be allowed 15 calendar days of the day of receipt of such notification to provide the missing information. Applications, and all copies, are to be delivered by to the District 11 Procurement and Contracting Department, 1115 North El Paso Street, Colorado Springs, CO 80903.

A. Executive Summary (Note: The Executive Summary elements are completed throughout the application and are not evaluated in the Rubric)

The Executive Summary should be **two-to-five** pages long, outline the elements of the application, and provide an overview of the proposed school.

1. Proposed name of the charter school (Also included in the letter of intent)
2. Proposed location of the charter school
3. The philosophy of the proposed charter school (vision and mission statements)
4. The circumstances and motivations that brought the applicant team together to propose this charter school.
5. Primary contact person (including mailing address, email, and phone number)
6. Whether the school expects to contract with an outside educational management company and the name of the company, if already selected
7. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development.
8. Steering Committee:
 - o Identify names and roles of all Steering Committee members
 - o Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools.
 - o Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school.
 - o Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance.
 - o Identify which (if any) Steering Committee members will become founding board members.
9. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population.
10. Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district.

11. Address how the proposed school will effectively meet the educational challenges impacting the targeted student population.
12. Resume of Lead Administrator (if known)
13. List of board members, or plan for recruitment of initial Board members to be in place by contract approval
14. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.):
15. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
16. Describe the school's core values about teaching and learning.
17. Key programmatic features the school will implement to accomplish its vision and mission.
18. Proposed grade levels to be served during the initial five years.
19. Projected enrollment for each grade level in years 1-5
20. Projected enrollment percentages of the following:
 - English Language Learners
 - Exceptional and Educationally Disadvantaged Students
 - Free and Reduced Lunch Students
 - Minority
 - Please identify the rationale for how the projected demographics were determined.

B. Vision and Mission Statements

1. Provide a Vision Statement that is no more than two to five sentences and provides a *clear description of how the school will impact the community*.
2. Provide a Mission Statement that is no more than two to five sentences and *defines how the school will accomplish the vision statement and how the school will meet the needs of the school's specified target population*. (Either address measurable outcomes within the school's Mission or within the Goals and Objectives section.)

C. Goals, Objectives, and Pupil Performance Standards

1. Outline the clearly measurable annual and interim performance measures and metrics related to student achievement, growth, and postsecondary and workforce readiness as applicable. Ensure these goals are aligned to the vision and mission of the school in establishing and monitoring its progress in accelerating student achievement. Include a rationale for how the proposed measures, metrics and goals were developed.
 - As this work is completed, be sure to become familiar with the Colorado Springs School District 11 Charter School APR Framework. The framework is attached to the email that contains the application and rubric sent to applicants when they notify the District of their intent to apply. The APR Framework is the resource used to evaluate charter schools. Go to d11.org—Our Schools (tab at top of page)—Charter Schools—Charter Schools Governance Information (at bottom of page)—Charter Evaluation and Renewal—Annual Performance Review Sample School
2. Articulate a clear plan to meet or exceed state accountability measures and expectations that aligns with the authorizer's performance framework.
3. Explain the means for addressing growth gaps as they emerge (all school levels) and post-secondary and workforce readiness (secondary schools).

D. Evidence of Support

1. Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received.
 - In the Grades Offered During Year 1 column, please place an “X” next to each grade level that will be offered in Year 1 of operation and the anticipated number of students at each grade level.
 - In the LOIs Received to Date column, please include the number of LOI’s that have been received for each grade level for Year 1 of operation. Only data that is considered current as of the date of the application should be included. Also include **Intent to Enroll Forms**, which are a far more accurate barometer of support and interest. Intent to Enroll forms commit the family to enrollment at the charter school, should the charter be approved, and also makes clear that the family is willingly giving up their child’s place at their home school.

As an addendum, provide letters of support from community organizations, businesses, potential partners, or educational institutions that support the application.

Projected enrollment by Grade Level

Grade Level	Enrollment Projection (number of students)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

Projected % ELL (School) _____

Projected % ESS (School) _____

Projected% F&R (School) _____

Minimum Projected Enrollment Required to Commence Operations _____

E. Educational Program

Rationale for Educational Program

1. Provide a rationale for selecting the chosen educational program model, curriculum and instructional practices, including research-based evidence that supports the effectiveness of the selected model with the targeted student population.
 - If substantially different from current offerings in the region, provide rationale for the chosen program. Include the program “niche” the selected program would fill in the District as well as evidence that such a niche is necessary.
 - If not substantially different from current offerings in the region, provide rationale for the added value the proposed educational program will provide.

Alignment

1. Describe how the proposed curriculum is aligned to state model content standards.
Provide examples such as:
 - Scope and Sequence
 - Curricular Framework, including subjects to be taught by grade.
 - Sample lessons showing alignment to state standards.
 - Research that led to the curricular choices
2. Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.
3. Describe an organized, cohesive curricular design that aligns to the vision, mission and philosophy of the school, along with research to demonstrate that it will meet the needs of the target population.
4. Provide information for high school courses offered, graduation plans and credits as applicable.

Instructional Strategies

1. Discuss the process and methods that will differentiate instruction based on identified student needs.
2. Describe schoolwide instructional methods and strategies that will promote rigor and high expectations for all students.
3. Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.
4. Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.
5. Describe how the school will ensure that educational practices are aligned to the school’s educational philosophy and are demonstrated to be successful with the identified targeted student population.
6. Describe how technology will be implemented into the overall educational program. Describe a technology plan that clearly meets the vision and mission of the school.
7. Submit a proposed annual calendar, bell schedule, and student-teacher contact time as an attachment to the application.

Supplemental Programming

1. Describe the supplemental programming will be offered (i.e., electives, special courses, summer school, extra-curricular activities, social/emotional programming, remediation and intervention and staffing and funding needs).

F. Plan for Evaluating Pupil Performance

1. Describe how the school will use assessment data (baseline, formative, summative, yearly and state and federally required testing) to monitor the progress of all students. Describe how various forms of data will be managed and the systems that will be used. Describe how student progress will be shared with the school community.
2. Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.
3. Provide the school's proposed Assessment Plan. Be sure to address the following:
 - Describe the types of assessments that will be given and their frequency.
 - Describe how assessments will measure what the students are intended to learn.
 - Describe how the school will assure that the assessment measures are relevant, reliable and valid.
 - Describe the plan to identify people with assessment expertise who are involved in the school's assessment planning and development.
 - Describe the professional development that will be provided to faculty to implement the assessment plan and identify alternative assessments.
 - Describe how the assessment plan will inform and guide professional development.
 - Describe how the assessment results will inform and foster refinement of curriculum and instruction.
 - Identify how assessments will be used to allow early detection of students who are struggling.
 - Describe how assessments will inform daily instructional practice.

G. Budget and Finance

Colorado Springs School District II strongly recommends that applicants inquire to the district to identify specific costs related to starting a charter school in District II. Specifically, applicants should inquire with respect to budget for items such as security, specific insurance coverages, Information Technology costs, Student Information System, Internet Firewall expenses, etc. Colorado Springs School District II will provide these figures to the applicant as an aggregate or on a per pupil basis, whichever is appropriate.

Establishing Business Operations

1. Describe how the school will establish functional and accountable business operations. Include the following:
 - The structure of the proposed business office, including identifying critical positions and roles.
 - Describe how the school will establish an accounting system (cash management, purchasing, accounts payable/receivable, payroll, tracking of fixed assets).
 - Describe the process for developing and managing the school's budget from year to year.
 - Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.
 - Describe the school's plan to contract for an annual independent audit.
 - Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)
 - Describe the source and application of revenues and expenditures in the first five years, with particular attention to start-up costs. Include a detailed 5-year balanced budget (see budget template attached).
 - Describe anticipated private revenue sources, including contributions and grants. Note which have already been obtained and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses.
 - Describe the school's plan for compliance with district, state, and federal accounting and reporting requirements.
 - Describe the school board's commitment to oversight of financial practices, including clear alignment to the other financial components in the application.
 - Include a description of anticipated salary and benefit costs.

2. Budget Narrative

1. Clearly explain revenue and cost assumptions and the source of the assumptions.
2. Describe basic start-up costs, facility funding, FFE acquisition, curriculum, professional development, Title funds, and secured and unsecured grants. NOTE: The applicant should submit a budget that reflects a balanced operational forecast. If the school intends to apply for any grant, including the CCSP Start-Up Grant, a second budget should be submitted that reflects a balanced operational forecast without the proposed grant award(s).
3. Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.
4. Demonstrate how the budget narrative is aligned with the vision and mission and the programs described in each section of the application, particularly identifying anticipated costs associated with the target population, including special populations.

5. Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs.
6. Provide a contingency budget plan, with specific adjustments and related dollar amounts noted, to meet financial need if anticipated revenues (i.e., PPR) are lower than anticipated.
7. Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget.
8. Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.
9. Address and demonstrate a clear understanding of and plan for compliance with the Financial Transparency Act (C.R.S. 22-44-301) and provide sample financial templates and reports, such as a dashboard template, as an attachment.

Please note, Section S requests information specific to budgets for serving students with special needs.

Summarize the following assumptions included in the budget narrative:

- Facility-projected costs;
- Insurance-costs (liability, Workers' Comp, building, etc.);
- Employment plans (salary, benefits, PERA, and insurance);
- Transportation, including field trips (if transportation will be offered);
- Insurance and liability costs;
- Food Services (if offered); and
- TABOR Reserve

3. Five-Year Budget

Provide a five-year budget that demonstrates a complete, realistic, and viable start-up and 5-year balanced operating budgets, based on current and anticipated PPR, plus items such as administrative costs payable to the district, insurance costs, salary and benefit, PPR, facility costs, special education staffing, professional and contracted services, classroom supplies and materials, technology, furnishings, general supplies and materials, and other such as food or transportation. Use a standard budget template for this purpose. Provide a budget based on the assumption of being funded at the current amount of PPR from the proposed authorizer. Upon request to the charter school liaison, Tom Weston (eyeonevents@comcast.net) a budget template can be provided.

4. Mill Levy Override

Charter schools are provided mill levy override dollars, per Colorado Revised Statute. Program Implementation Plans in District 11 include:

1. School Resource Officer Expansion
2. Improve Campus Security
3. Physical/Social/emotional Well-being Model
4. Class Size Reduction
5. Improve Teacher Compensation
6. Improve ESP Compensation
7. Technology Replacement
8. Technology Staff Support
9. Annual Capital Renewal

If granted a charter are expected to formally commit to using any Mill Levy Override dollars in the appropriate programs to which the District committed to support.

Note: Complete sections H---L *only* if the proposed expansion school will operate differently in each area than the current charter school

H. Governance

Founding Board/Steering Committee Members

1. Describe the process by which the initial Board or Steering Committee members were identified.
2. Provide resumes of committee members as attachments to the application.
3. Describe the process to appoint or elect the initial governing board.
4. Describe the process and timeline by which the founding board will transition to an operational board.
5. Describe the nature and extent of parental and/or community member involvement in the board.
6. Include a draft Board Member Agreement and Conflict of Interest statement as attachments to the charter school application.

Board Procedures

1. Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.
2. Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:
 - Election of new members
 - Number of parents to serve on the Board
 - Number of community members to serve on the Board
 - Number of positions on the Board voted on by parents, vs number of positions filled by appointment.
 - Duties of individual board members and of the governing board as a whole
 - How members will be held to and will hold themselves to:
 - o Responsibility to develop policies
 - o Provide financial and operational oversight
 - o Address parent and staff complaints
 - o Commit to board training regarding governance best practices
 - o Development of a policy describing the relationship between the Board and the school leader, including a plan for hiring and evaluating the school leader
 - o Compliance with statutory requirements regarding the staffing and role of the School Accountability Committee
 - o Compliance with Open Meeting Statutes (Sunshine laws)
 - o Compliance with Open Records laws and FERPA
 - o Compliance with Conflict of Interest requirements
 - o Preparation, attendance and participation in scheduled board meetings
 - o Understanding charter's corporate documents and financial statements

I. Employees

1. Include a description of the relationship between the charter school and its employees, including whether employees are serving at-will or are under contract.
2. Include the proposed charter school's employment policies or a plan for the timely development of employment policies, including a draft staff handbook if available.
3. Describe the Professional Development Plan for faculty. The discussion should include:
 - How professional development is aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school
 - How the daily schedule, staffing plan and budget align with the professional development plan
 - How professional development will support staff to meet the needs of students with academic challenges, students with IEP's and 504's, Gifted and Talented students and English language learners
 - How the professional development plan and teacher evaluations will use and be aligned with performance data
 - How professional development supports vertical and horizontal alignment
 - How professional development will change as the school grows and matures based on data; and
 - How professional development will be evaluated.
4. Describe how the school's teacher evaluation system will meet the intent of Colorado SB 10-191. Be sure to address:
 - The role student progress and achievement play in teacher evaluations
 - The position that will have primary responsibility for evaluation
 - The frequency of teacher evaluations
 - How the evaluation system will be communicated to staff; and
 - How the evaluation program will inform instruction.

J. Insurance Coverage

1. Describe the proposed insurance coverage the charter school will obtain. Be sure to address statutory requirements, including:
 - Workers Compensation
 - Liability Insurance; and
 - Coverage for buildings and contents.

K. Enrollment Policy

1. Detail the plan for student recruitment, including students with special needs, English Language Learners, Gifted and Talented students, at-risk students, and other educationally disadvantaged students.
2. Describe the outreach conducted by the founders to raise awareness in the targeted student population and their families about the proposed school, especially at-risk populations.
3. Provide the school's enrollment policy and criteria for enrollment decisions that ensures non-discrimination throughout the enrollment process, including the authorizer's proposed role in supporting this policy.
4. Describe the school's criteria for priority for founding families, staff, etc. For schools using weighted lotteries, set forth the proposed weighting system to be used for educationally disadvantaged students, along with a rationale and formula to arrive at desired enrollment of these groups.

L. Transportation and Food Services

Note to Applicants: Colorado does not require a charter school to provide transportation (unless required by a student's Individualized Education Program) or food services. However, if the charter proposes to provide transportation or food services, a plan must be a part of the application as required by law (C.R.S. 22-30.5-106 (I) (m)).

Transportation Services

See above note to determine if this section needs to be completed.

1. Describe how the school will provide transportation services to students, including field trips. Be sure to address, at minimum, the following:
 - How the plan will serve the needs of low-income students
 - How the plan will comply with insurance and liability issues; and
 - How the plan will comply with state and federal rules and regulations.

Food Services

If the applicant is proposing to offer food services, this section must be completed. Access [CDE's website](#) for more information about School Nutrition.

1. Describe how the school will provide food services to students.
 - Note:** If an application is approved, a likely part of contract negotiations will include that the school address the following:
 - o How the plan will serve the needs of low-income students
 - o How the plan will comply with insurance and liability issues; and
 - o How the plan will comply with state/federal rules and regulations.
2. If offering a nutrition program offered by a School Food Authority, the applicant should affirm that the school will use federal Free and Reduced-Price Lunch (FRPL) Program forms and will distribute these to families. Further, that the school will apply federal policy in determining FRPL eligibility.
3. If not offering a nutrition program offered by a School Food Authority.
 - Describe how students who would qualify for a Free and Reduced-Price lunch/breakfast or how students needing food will be accommodated.

- Describe how a Free and Reduced-Price lunch program will be provided. Indicate if the general fund is to be used for this purpose.

M. Facilities

Needs Assessment

1. Provide a facility needs assessment, outlining the necessary square footage for the expected student population and a plan for space utilization appropriate to the school design.

Facility Options

1. If a facility has been identified, describe the facility, the appropriate square footage for the expected student population, a plan for space utilization appropriate to the school design, tenant finish or other improvements needed for the facility and expected debt service, lease costs, and maintenance and upkeep costs of the facility.
2. If a facility has not been identified, describe potential facilities or locations. Address how each aligns with a facility needs assessment, and detail plans for ensuring that the facility complies with the zoning, fire code, and other requirements including but not limited to the Americans with Disabilities Act (ADA).
3. Provide a timeline for identification, selection, construction/repair, and lease or contract negotiations for the facility.
4. Discuss plans for ensuring student safety and security, including anticipated costs.

N. Waivers

Waivers of District Policy (Complete if seeking additional waivers different from current charter school)

Waiver of Statutes and Policies

Several state statutes and District policies are not applicable to the autonomous structure and purpose of charter schools. Charter schools must request specific waivers from each statute and policy they feel does not apply to their program or structure. Each time a charter school applies for a new school contractor for a charter renewal, they must present their rationale for each waiver request and their related alternative plans

District II Policies can be found at:

www.d11.org

Administration

Board of Education

Policies (left side of page)

Automatic Waivers of State Rule and Statute

The State Board of Education offers automatic waivers to state statutes and state rules for charter schools. Below is a list of waivers that have been automatically granted to charter schools upon the establishment of a signed charter contract. More information about waivers can be accessed on [CDE's waiver webpage](#) @

www.cde.state.co.us/cdechart/waivers

Automatic Waiver List as of 6/2/2017 to the Present

State Statute Citation	Description
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and official conduct
22-32-110(1) (ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4), C.R.S.	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act- Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary schedule
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S.	School Year-National Holidays

Non-Automatic Waivers of State Rule and Law

Charter schools may receive waivers from specified areas of statute once a charter contract has been established. This flexibility is intended to provide charters with the autonomy to fully implement the educational plan outlined in the school's contract with the authorizing district. Charter school waiver requests must meet the requirements set in the Charter School Act (22-30.5-101, C.R.S.). More information about waivers can be accessed on [CDE's waiver webpage](http://www.cde.state.co.us/cdechart/waivers) @ www.cde.state.co.us/cdechart/waivers

1. Identify the state rule or law for which the school is seeking non-automatic waivers. For each requested waiver, please provide the rationale and a replacement plan specifying the manner in which the charter school will comply with the intent of the waived statute.

Note: Complete sections O---Q *only* if the proposed expansion school will operate differently in each area than the current charter school

O. Student Discipline, Expulsion or Suspension

1. Describe the school's discipline policy, including suspension and expulsion processes, that aligns with federal civil rights, special education law, applicable state statute ([CRS 22-33-105](#) and [CRS 22-33-106](#)), and the authorizer's policies.
2. Detail how the charter proposes to handle student discipline, expulsion and suspension.
3. Detail how the charter will provide for an alternative education of expelled students.
4. Provide a copy of the student discipline policy, including suspension and expulsion.

P. Serving Students with Special Needs

Programming

1. Detail how the school will accommodate the needs of all students. Rather than listing law or regulation, provide an explanation of how students will be served in the charter school. Information related to student identification, interventions, programming, assessment, progress monitoring, re-designation and exiting special programming should be addressed.
2. Describe how the charter school will implement programming and provide oversight for each of the groups listed below:
 - Students identified as educationally disadvantaged students
 - Students with Individualized Education Programs (IEPs)
 - Students with Section 504 Plans
 - Students identified as English Language Learners
 - Students identified as Gifted and Talented; and
 - Homeless students.
3. The plan for implementation must include a comprehensive description of:
 - Programming models and processes that will be implemented to ensure accommodation, instruction, intervention and support for students on 504 plans or IEPs, or for students who are educationally disadvantaged (i.e., co-teaching, inclusion, resources, curriculum, grouping of students, plan for needed physical space or equipment, etc.);

- Programming models and processes that will be implemented to identify and accommodate students who are Gifted and Talented
- Framework for oversight to ensure compliance with law and regulation (i.e. compliance with individualized plans, methods for progress monitoring and assessment, procedural compliance, chain of command, problem-solving/accountability process, etc.); and
- A description of the framework for monitoring all student to determine universal, targeted or intensive needs. (MTSS/RtI).

Staffing

1. Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of student with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.
2. Describe the professional development plan for general education teachers and related service providers to have access to coaching, mentoring, and professional development specific to their practice to serve the needs of students with individualized needs, including a calendar of professional development days.
3. Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with individualized needs.
4. Describe a plan to modify the instructional programs, practices, and strategies, as well as any schedule adjustments and any additional resources the school will employ to meet the needs of students with individualized needs.

Budget Narrative for Serving Students with Special Needs

1. Detail in the narrative how the budget will ensure required resources are in place and will be maintained to support all students, including students with individualized needs, 504 designations, READ Plans, Gifted and Talented, or educationally disadvantaged students. The description should include curricula and instructional materials; assessment materials; equipment; necessary staffing ratios in each identified area, according to authorizer ratio requirements; and professional development costs.
2. Describe any specialized services that are to be contracted out. Include services contracted to the authorizer, or to outside consultant(s), including special service providers and school nursing services.

Q. Dispute Resolution Process

1. Describe how the school's proposed dispute resolution process is aligned with statutory requirements ([CRS 22-30.5-107.5](#)) should an issue arise between the charter school and its chartering school district authorizer.