INDEPENDENCE CLASSICAL ACADEMY

August 28, 2024

Elizabeth School District
634 S. Elbert St.
Elizabeth, CO 80107

Rhonda Olsen, Board President
Heather Booth, Board Vice President
Mary Powell, Board Secretary
Mike Calahan, Board Treasurer
Jonathan Waller, Board Assistant Secretary/Treasurer
Dan Snowberger, Superintendent

Re: Independence Classical Academy Charter School Application

Dear School Board and Superintendent;

We are pleased to submit the enclosed Charter School Application to the Elizabeth School District ("District") Board of Education to open a Core Knowledge charter school. We seek approval to work with the District to enter a five-year charter contract with Independence Classical Academy ("ICA").

ICA proposes to provide a Core Knowledge curriculum for K-12 students in the District and, subject to conditions outlined in the Application, in school districts contiguous to it. The founding members believe strongly in the proven value of the Core Knowledge curriculum. To that end, ICA's proposed Core Knowledge program is closely modeled after the nationally recognized program at the Liberty Common School in Fort Collins, Colorado. Charter schools that provide a Core Knowledge curriculum are in high demand across Colorado.

Although we believe this charter school application is correct and complete, if the District's Board of Education requires more details, we will provide the relevant data in a timely fashion.

ICA looks forward to working with the District and the Board throughout the application process to offer a new school of choice to the children of Elizabeth and nearby communities.

Sincerely,

Candy Putch
Independence Classical Academy Board President



Charter School Application Submitted to the
Elizabeth School District Board of Education
August 28, 2024

Independence Classical Academy is proposed to open in
August 2025 Serving Grades K-5 (K-12 at Build Out)

Proposed Elizabeth Public School of Choice
Core Knowledge Curriculum – Modeled after the Liberty Common School

Candy Putch
Independence Classical Academy Board President
795 E. Kiowa Ave., #7
Elizabeth, CO 80107-4109
(303) 898-4681
candy.putch@IndependenceClassicalAcademy.org

This Charter School Application was prepared using Elizabeth School District Policy LBD-R, attached to this document as **Attachment A**.

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LBD-R Item 1: Intent to Apply Form

The "Intent to Apply to Become a District Charter School" was prepared using Elizabeth School District Policy LBD-E, attached to this document as **Attachment B**.

LBD-R Item 2: Executive Summary

2(a) Provide an executive summary that outlines the elements of the application and provides an overview of the proposed charter school.

Independence Classical Academy is a proposed tuition-free, Core Knowledge public charter school ("School") modeled after the Liberty Common School with an anti-discriminatory admissions policy. ICA will initially open its doors to all students qualifying to attend a traditional public school in grades K-5 in its first year, adding grades 6 through 12 in successive years.

In grades K-5, ICA will have a ratio of 25 students to 1 teacher. In grades 6-12, ICA will have a ratio of 30 students to 1 teacher.

ICA's targeted geographic region includes Elbert County, consisting of the following contiguous zip codes: 80107, 80102, 80106, 80116, 80117, and 80138. See ***Figure 1***.

ICA's demographics are expected to be representative of the targeted District population. For instance, ***Table 1*** below includes Demographic Profile data by race/ethnicity and programs for the 2023-24 school year based on information from the Colorado Department of Education (CDE)'s Schoolview website for the Elizabeth School District:

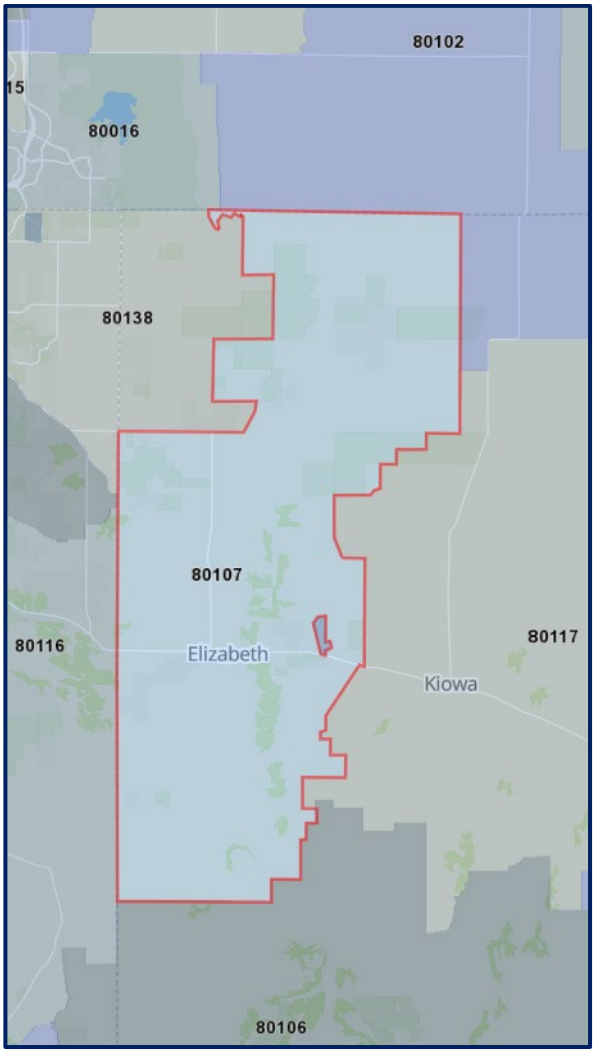


Figure 1. Map of Elbert County Zip Codes

Table 1. Student Demographics for Elizabeth School District

American Indian / Alaskan Native %	Asian %	Black / African American %	Hispanic / Latino %	Native Hawaiian / Pacific Islander %	Two or More Races %	White %	FRL %	IEP %	EL %
0.80	0.65	0.73	13.01	0.15	3.18	81.48	23.1	13.2	2.2

In year one of operation, ICA will offer two classes per grade level for K-1 and one class per grade level for grades 2-5, totaling 200 students. The following table describes ICA's five-year enrollment plan:

Table 2. Independence Classical Academy Five-Year Enrollment Plan

Independence Classical Academy Five-Year Enrollment Plan					
Grade Level	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
Kindergarten	50	50	50	50	50
1st Grade	50	50	50	50	50
2nd Grade	25	50	50	50	50
3rd Grade	25	25	50	50	50
4th Grade	25	25	25	50	50
5th Grade	25	25	25	25	50
6th Grade		30	30	30	30
7th Grade			30	30	30
8th Grade				30	30
9th Grade					30
10th Grade					
11th Grade					
12th Grade					
Total Student Enrollment	**200**	**255**	**310**	**365**	**420**

The Founding Members of the Committee to Form (CtF) firmly believe in the value of the Core Knowledge curriculum. As a result, ICA's proposed program is closely modeled after the nationally recognized Core Knowledge program at Liberty Common School in Fort Collins, Colorado.

ICA is a joint effort by dedicated parents and committed community members, working together to create an excellent educational choice that meets the high demand from families. This charter application reflects the CtF's thoughtful process in designing an exceptional Core Knowledge school supported by one of the country's highest-performing Core Knowledge charter schools.

Additionally, ICA's application demonstrates a high level of collaboration with the District to provide services to achieve high student performance. Most importantly, ICA has positioned itself for success by carefully planning the use and protection of public funds through strong board governance and sound financial management practices.

Governance

ICA's CtF is currently composed of experienced educators and experienced business owners. Once the charter is granted, the CtF will transition into the School's Board of Directors ("Board"). This proposed Founding Board was strategically formed to include the experience, knowledge, and community members necessary to support the School's formation and successful operation.

The Board will oversee all aspects of the School's operation to ensure its Mission, Vision, and Goals are met. They will implement a plan to identify qualified candidates for administrative leadership positions to manage the School's day-to-day operations. Additionally, the Board will oversee the fiscal management of the School. To support its financial stewardship, the Board will retain a qualified educational management provider (EMP), such as Academica Colorado, LLC (Academica), to collaborate on developing financial policies and practices to secure ICA's economic future.

Under the Board's supervision, Academica will handle ICA's bookkeeping and financial reporting. Academica will also be responsible for bidding out third-party services required by the School, including an independent audit firm. Once all bids are received, Academica will present the proposed contracts and pricing to the Board for approval. The Principal of ICA will manage budget areas within their control, such as office supplies, travel, and copier expenses, and will review this budget with Academica every month.

ICA will implement a system of checks and balances for financial management. The School will adopt a Purchase Order (PO) System, requiring a PO for every school purchase. Additionally, any purchase over $2,500 will require two authorized signatures. Authorized signers will include the Board Chair, Vice Chair, Board Treasurer, Principal, and a limited number of approved Academica personnel, stipulating that the two signatures cannot come from more than one Academica employee. ICA's Board will also adopt a financial policy and procedures manual to manage cash transactions carefully.

Educational Management Provider (EMP)

Based on its independent vetting process, ICA's CtF has decided to retain Academica, an experienced and successful education management provider, to assist in planning and creating this exciting new charter school. After a diligent selection process, the CtF chose Academica due to its proven track record in managing the creation, growth, and expansion of several successful charter schools in Colorado, including Doral Academy, CIVICA Academy, and American Legacy Academy.

Academica was ultimately identified as the best fit for ICA. The CtF believes that Academica's expertise in financial management, financial oversight, board meeting management, and statutory compliance will streamline operations, eliminating the need for additional staff. This allows the school principal to concentrate on the school's academic success.

Academica Colorado is part of one of the nation's longest-serving and most successful educational management service providers. Founded on the principle that each charter school is a unique academic environment governed by an independent Board of Directors, Academica's mission is to support each Governing Board's vision.

Academica offers comprehensive services and expertise in areas such as accountability, accounting and bookkeeping, board management, charter development and support, facilities maintenance, school lunch programs, teacher recruiting, payroll and benefits, procurement, public relations and marketing, registration and student information systems, and strategic planning and governmental relations. Academica's staff of skilled professionals helps guide charter schools' creation, growth, and development throughout their respective charter terms.

By managing operations, Academica allows school leaders to focus on day-to-day activities, with the Principal prioritizing curriculum and instruction. With the support of Academica's best practices, schools are well-positioned for success.

ICA Curriculum

ICA will adopt the Core Knowledge curriculum, modeled after the successful program at Liberty Common School in Fort Collins, Colorado. This curriculum will be aligned with the Colorado Academic Standards. Core Knowledge is a research-based, teacher-tested course scope and sequence. It provides a detailed grade-by-grade content outline while allowing individual schools the autonomy to determine how to teach it. Music and visual arts are integral to the curriculum, with topics that connect to classroom content to reinforce concepts, vocabulary, and skills.

ICA plans to implement the complete Core Knowledge Sequence to ensure a comprehensive academic experience for students. This sequence aligns with the Colorado Academic Standards, including the Common Core Standards for English Language Arts and Mathematics, supporting skill development across grade levels. ICA is committed to teaching at least 90% of the Core Knowledge Sequence, adapting specific topics to align with Colorado Academic Standards as needed.

ICA will implement a Core Knowledge curriculum using the following best practices:[1]

1. **Collaborative Planning** with the 4-C Characteristics of Core Knowledge (content-rich, coherent, cumulative, and context-specific).
2. **Effective Teaching** includes high expectations, proven student engagement strategies, and structured lessons.
3. **Core Knowledge Approach to ELA:** This approach includes explicit phonics-based instruction, frequent read-alouds, specific vocabulary instruction, and integrated intervention programs for struggling students.
4. **Core Knowledge Approach to Math:** This approach includes balancing conceptual understanding, computational fluency, and application with integrated intervention programs for struggling students.
5. **Strong Leadership** to support curriculum implementation, including common planning time and training for teachers, comprehensive program development, and accountability for student achievement.

Additionally, ICA is committed to sharing classic literature appropriate to each student's age and ability. High-quality reading materials stimulate students' interests and engage their minds, helping them meet the reading and writing objectives outlined in the Colorado Academic Standards.

School Culture

ICA's school culture will reflect the values expressed in its Mission and Vision statements. Following the Liberty Common School model, ICA will challenge all learners to achieve individual academic success, develop strong character, and become contributing citizens. This will be achieved by fostering a vision of successful scholars, critical thinkers, and lifelong learners and cultivating partnerships between parents, teachers, and the community.

ICA's school culture will focus on the following values:

- Individual Academic Success
- Strong Character and Contributing Citizenship
- Parent and Community Partnerships

[1] Based on the Core Knowledge Implementation Feedback Report, Self-Reflection Tool.

Students at ICA will experience a safe and positive learning environment. They will enter classrooms respectfully, ready to start their day, and be responsible for their belongings and homework. Classroom routines and expectations will be thoughtfully taught and practiced. Lessons will be delivered through various formats, including direct instruction, small group or partner work, and hands-on inquiry, all intentionally planned by teachers.

Students will enjoy read-aloud sessions from classic novels, access a library filled with books of interest, and look forward to weekly library visits. They will attend special classes like Music, Art, or PE, where vocabulary and concepts are reinforced across subjects through domain-based lesson planning and teacher collaboration.

Consistent expectations and character education will be emphasized throughout the school day. Students will participate in flexible grouping within their homerooms for core content areas, receiving support and differentiation as needed.

Students will gather their belongings, clean up their areas, and record homework and other information in their planners. Teachers will communicate with parents through planner notes and celebrate students' successes. Students will be responsible for completing their homework and reading for at least 20 minutes each night.

Field Trips and Special Events

Core Knowledge will be the foundation for all other programs at ICA. The School will incorporate field trips, classroom activities, and school-wide events connected to the curriculum. These events will support learning and engagement, enrich the Core Knowledge curriculum, and provide parent and community involvement opportunities. The School will actively seek such partnerships and encourage parent volunteer participation.

School Uniforms

ICA will support academic success and character development by requiring students to wear uniforms. The dress code will minimize external distinctions between students, allowing individual personalities to shine. Uniforms will be available at reasonable or reduced rates based on family needs. The uniform policy will be developed by the new administration and approved by the Board of Directors, with annual reviews and updates as needed.

Professional Development

ICA recognizes the importance of high-quality professional development ("PD") for its teachers and school leaders. The School is committed to providing training in curriculum, content mastery, standards, classroom management, and leadership development. The Principal, Special Education Teacher, Core Knowledge Coach/Lead Teacher, or MLL Coordinator/Teacher will provide PD in areas including:

- Core Knowledge Sequence
- Curriculum
- State Standards
- Character Education
- Classroom Management
- Special Populations (Special Education, Gifted and Talented, English Language Learners, Section 504, Educationally Disadvantaged, etc.)

Staff and board members will be encouraged to read the following materials recommended by the Core Knowledge Foundation to gain a better understanding of the Core Knowledge philosophy:

- The Knowledge Deficit by E.D. Hirsch Jr.
- The Making of Americans by E.D. Hirsch Jr.
- Appendix A of the Core Knowledge Sequence
- Teach Like a Champion, 2nd Edition by Doug Lemov
- Understanding by Design, Expanded 2nd Edition, by Grant Wiggins and Jay McTighe

The Core Knowledge Foundation offers asynchronous (i.e., on-demand) modules and courses, online learning, and on-site support from a Core Knowledge Licensed Professional (CKLP) to introduce the curriculum to educators. On-demand modules provide overviews and deeper explorations of materials, helping educators prepare for instruction.

ICA will offer training in other critical areas in addition to Core Knowledge. All teachers and school leaders will be expected to participate in training during the start-up phase and ongoing. Training opportunities may be differentiated in later years for new and returning teachers or novice and veteran teachers at the administrator's discretion.

Conclusion

ICA's application represents a thoughtful plan to design a high-quality Core Knowledge charter school with the necessary structures to support its mission and vision. This solid foundation ensures that ICA is well-positioned to develop successful scholars, critical thinkers, and lifelong learners who thrive as contributing members of the local and global community.

LBD-R Item 3: Vision and Mission

3(a) Provide a copy of the vision and mission statements of the district charter school and a description of the process used to develop the statements.

Independence Classical Academy's CtF started this process by discussing why we believe in a Core Knowledge education. Some members visited other charter schools in Colorado that use the Core Knowledge Curriculum, while others researched similar schools online. The CtF gathered ideas from those other schools' mission and vision statements.

Using these insights, the CtF brainstormed and developed the following Mission and Vision statements through a series of edits and drafts. We aimed to write the statements in clear, straightforward language, reflecting our commitment to a back-to-basics approach in education.

The School's mission statement is consistent with the declared purpose outlined in the Charter Schools Act, C.R.S. §§ 22-30.5.101–115.

Mission

The mission of Independence Classical Academy is to partner with families to train the minds and improve the hearts of students through a rigorous, classical education in the liberal arts, math, and sciences, with instruction in the principles of moral character and civic virtue.

Vision

The vision of Independence Classical Academy is to be a premier classical education school characterized by a body of students obtaining high academic achievement; enhanced critical thinking skills; moral character; compassion for others; and a capacity to know the good, the true, the beautiful, and the perfect.

Motto

Learn the true. Do the good. Love the beautiful.

LBD-R Item 4: Goals, Objectives, and Student Performance Standards

4(a) State the proposed four-year goals for the district charter school including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance indicators and applicable goals and standards in federal law.

Independence Classical Academy's school goals, objectives, and methods for measuring student performance in specific subjects and grade levels will be developed annually by the school leadership and faculty. ICA will use data to drive instruction and assess performance, setting academic goals based on this data.

In the School's inaugural year, ICA will use a universal screener to collect baseline data. With this baseline, the School will develop its Reading, Writing, and Mathematics goals, aligning them with the Colorado Academic Standards, Core Knowledge Curriculum, and overarching school goals. Specific, measurable objectives will also be established for other subjects at each grade level.

ICA's school leaders will set several academic goals to guide the School. These goals will address accreditation performance indicators, student performance standards, and organizational management goals. All goals were designed with the ICA mission in mind, "to partner with families to train the minds and improve the hearts of students through a rigorous, classical education in the liberal arts, math, and sciences, with instruction in the principles of moral character and civic virtue."

To establish preliminary baseline academic achievement goals, ICA reviewed the academic performance data of schools in the Elizabeth School District utilizing the CDE's 2023 Final District Performance Framework data for the 2022-23 school year.

The CtF analyzed the local school district's performance, created baselines from that data, and set goals to measure ICA's success through the Colorado Measures of Academic Success (CMAS) statewide assessments. Uniform goals for Years 1, 2, 3, and 4 were developed using the SMART (Specific, Measurable, Attainable, Relevant, and Timely) format. These goals will be measured and reported to the District based on data from the relevant years' CDE School Performance Framework reports and other accumulated data.

The following academic goals are designed to fulfill ICA's mission and vision of ICA, particularly in providing strong academics based on the Core Knowledge Curriculum.

Goal One - ICA will achieve and maintain Accreditation with Distinction on the School Performance Framework.

Objective One - Improve academic achievement to meet or exceed the District average in English Language Arts, Mathematics, and Science, as measured by Colorado Measures of Academic Success (CMAS).

Objective Two - Achieve academic growth that meets or exceeds the District average in English Language Arts, Mathematics, and Science, as measured by Colorado Measures of Academic Success (CMAS).

Objective Three - If an achievement gap exists between students in targeted at-risk student subgroups (i.e., economically disadvantaged, Multilingual Learners, students with disabilities, and other at-risk groups) and the general student population, ICA will work to decrease the achievement gap between each subgroup and the general student population by 15% (without reducing the rigor and performance of the general student population). This goal will be measured by ICA's chosen standardized assessment(s)/universal screener(s). These screeners will be used for benchmark screening and progress monitoring to ensure academic gains for students.

Academic Achievement

Based on the CDE's 2023 CMAS District and School Level Results data for the Elizabeth School District, the table below identifies the District's 2022-23 performance results and ICA's academic goals for Years 1-4. The narrative below the table provides more detail.

Table 3. CMAS Assessment: Achievement Baseline with ICA Goals

Content Area	Grade	% of District Students Meet/Exceed Expectations (2023 ICA Baseline)	Year 1 ICA Goal – 100% of Baseline	Year 2 ICA Goal – 110% of Year 1 Goal	Year 3 ICA Goal – 110% of Year 2 Goal	Year 4 ICA Goal – 110% of Year 3 Goal
English Language Arts	03	33.3%	33.3%	36.7%	40.3%	44.4%
	04	46.2%	46.2%	50.8%	55.8%	61.4%
	05	45.3%	45.3%	49.8%	54.8%	60.3%
	06	52.7%	52.7%	57.9%	63.7%	70.1%
	07	56.1%	56.1%	61.7%	67.9%	74.7%
	08	51.0%	51.0%	56.1%	61.7%	67.9%
Mathematics	03	53.4%	53.4%	58.7%	64.6%	71.0%
	04	41.9%	41.9%	46.1%	50.7%	55.8%
	05	44.2%	44.2%	48.6%	53.5%	58.8%
	06	20.7%	20.7%	22.7%	25.0%	27.5%
	07	28.1%	28.1%	30.9%	33.9%	37.3%
	08	33.3%	33.3%	36.7%	40.3%	44.4%
Science	05	32.9%	32.9%	36.2%	39.9%	43.8%
	08	34.5%	34.5%	37.9%	41.7%	45.9%

- By the end of the 2025-26 school year, the number of students who meet or exceed standards on the CMAS assessment will be the same as the Elizabeth School District.
- By the end of the 2026-27 school year, the number of students who meet or exceed standards will increase by 10% compared to the 2025-26 school year.

- By the end of the 2027-28 school year, the number of students who meet or exceed standards will increase by 10% compared to the 2026-27 school year.

- By the end of the 2028-29 school year, the number of students who meet or exceed standards will increase by 10% compared to the 2027-28 school year.

During their first year, charter schools often have student achievement scores that fall slightly below those of similar schools in the area. This can be due to new staff members learning the model curriculum and adjusting staffing for incoming student populations. We acknowledge that ICA may face the same challenges; however, we are confident that our immediate focus on standards-based instruction in core subjects will target the essential ELA, Math, and Science skills assessed by the state and necessary for lifelong success.

ICA's ongoing goals reflect our firm belief that a standards-based curriculum using the Core Knowledge Sequence, data-driven instruction, and academic rigor will lead our second-, third-, and fourth-year students to great success. We aim to increase the number of students who meet or exceed standards by 10% each year in Years 2 through 4.

Academic Growth

Based on the CMAS Baseline Growth Reports for ELA and Math for the District, ***Table 4*** below identifies the Elizabeth School District's Median Growth Percentiles (MGPs) analyzing baseline ELA and Math scores for the 2022-23 school year along with ICA's growth targets for Years 1-4 as further detailed in the narrative below the table.

Table 4. CMAS Assessment: Growth Baseline with ICA Growth Targets

Content Area	Grade	Median Growth Percentile (2023 District Baseline)	Year 1 ICA Goal – ICA Baseline	Year 2 ICA Goal – 5% increase from Year 1 Goal	Year 3 ICA Goal – 3% increase from Year 2 Goal	Year 4 ICA Goal – 2% increase from Year 3 Goal
English Language Arts	04	49.0	49.0	51.5	53.0	54.1
	05	55.0	55.0	57.8	59.5	60.7
	06	61.0	61.0	64.1	66.0	67.3
	07	52.0	52.0	54.6	56.2	57.4
	08	52.0	52.0	54.6	56.2	57.4
Mathematics	04	62.0	62.0	65.1	67.1	68.4
	05	55.5	55.5	58.3	60.0	61.2
	06	34.0	34.0	35.7	36.8	37.5
	07	52.5	52.5	55.1	56.8	57.9
	08	55.0	55.0	57.8	59.5	60.7

- By the end of the 2025-26 school year, ICA's Median Growth Percentile (MGP) will be the same as the Elizabeth School District.

- By the end of the 2026-27 school year, ICA's Median Growth Percentile (MGP) will increase five percentile points compared to the 2025-26 school year.

- By the end of the 2027-28 school year, ICA's Median Growth Percentile (MGP) will increase by three percentile points compared to the 2026-27 school year.

- By the end of the 2028-29 school year, ICA's Median Growth Percentile (MGP) will increase two percentile points compared to the 2027-28 school year.

Achievement scores are like the letter grades students receive on a test; they measure performance. Growth measures, on the other hand, indicate how much learning occurred during the school year. The 50th percentile represents one year of learning based on the statewide average increase or decrease in achievement for each subset of students. Students scoring above the 50th percentile grew more than the average Colorado student in a single school year. In contrast, those scoring below the 50th percentile experienced lesser learning gains than the average Colorado student. Chronic low growth scores have a compounding negative effect on achievement scores.

ICA is confident that our students will grow faster than their district peers. For our ELA and Math growth goals, we will measure students who have completed two consecutive school years at ICA by the end of Year 2. By grade level, these students will aim to gain five percentile points from the District's 2023 baseline, grow an additional three percentile points in Year 3, and grow an extra two percentile points in Year 4.

Achievement Gap

Our goals at ICA go beyond simply showcasing our program's success. Our ultimate aim is to enhance performance for all learners, surpassing state benchmarks in every category. The CDE provides current state, district, school, grade, and student-level performance data to serve as the foundation for measuring and reporting our goals. Additionally, the state offers a wealth of historical information to measure longitudinal growth.

However, there are times when CDE data alone will not provide the detailed insights needed to assess student performance over the years. This is especially true for students who have traditionally faced obstacles to receiving the same educational advantages as others. Often referred to as "at-risk," these students may require tailored educational strategies and individualized measurements.

For example, students who lack proficient English skills will be assessed using the WIDA ACCESS assessments. Gifted and Talented students with an Advanced Learning Plan (ALP) will receive assessments measuring their progress toward ALP goals. Students with accommodations through 504 plans or Individual Education Plans (IEPs) will be assessed using consistent tools defined in their plans.

To meet students where they are in their learning, we will use adaptive assessments like the NWEA MAP. These assessments adjust based on students' real-time performance and provide excellent longitudinal growth and achievement measures.

Goal Two - The Governing Board will provide visionary leadership to meet school goals and secure the School's future viability.

Objective Four - On the annual survey, 80% of parents and teachers will rate ICA's climate and culture as satisfactory or higher. The survey will be measured using a Likert scale and reported to the Governing Board.

Objective Five - Each Board member will participate in at least four (4) hours of professional development every year. Board governance professional development targets will include open governance, conflicts of interest, ethics, financial responsibilities, and visitation to Liberty Common School or other local Core Knowledge charter schools. Board records will measure this goal.

Objective Six - The Governing Board will require compliance with applicable laws, regulations, and charter provisions. Board records will measure this goal.

Objective Seven - Eighty percent (80%) of classroom teachers will be retained, excluding separations for health and family reasons. Personnel records will measure this goal.

Goal Three - The School will work towards fully implementing the Core Knowledge curriculum aligned to meet or exceed Colorado Academic Standards and to earn accreditation from the Core Knowledge Foundation.

Objective Eight - Ninety percent (90%) of teachers will participate in formal and informal Core Knowledge training every two years.

Objective Nine - The Core Knowledge curriculum will be taught each year and aligned as needed to Colorado State Standards, as demonstrated by grade-level and subject-area curriculum plans.

Objective Ten - The School will work to earn accreditation through the Core Knowledge Foundation on a timeline determined by the Board and school administrators.

The success of ICA will be primarily assessed through the annual School Performance Framework (SPF) provided by the Colorado Department of Education (CDE). The SPF evaluates each school and district based on academic achievement, growth, and other vital indicators. The CDE sets performance targets using data from previous years' statewide assessments, such as the Colorado Measure of Academic Success (CMAS).

ICA aims to achieve the highest level of accreditation—Accreditation with Distinction—by attaining a minimum score of 74% on the SPF. We aim to place knowledge at the center of everything we do, promoting academic excellence through innovative teaching methods. We strive to develop responsible, independent, knowledgeable, and productive citizens.

The SPF serves as the primary accountability measure for schools, influencing both school and district accreditation. Failure to meet these standards could lead to mandated state intervention. Therefore, ICA's CtF and founding board are committed to maintaining our accreditation and demonstrating our success through strong SPF performance.

ICA will use the SPF reports to showcase our achievements and growth as a school dedicated to rigorous academic education. Each year, we will create a Unified Improvement Plan (UIP) that addresses the data and insights from the SPF. The UIP will analyze disaggregated data, identify opportunities for improvement, and establish specific, measurable goals and objectives.

The Governing Board of Independence Classical Academy understands its role in ICA's success and is committed to fulfilling its obligations with fidelity.

LBD-R Item 5: Purpose and Evidence of Support

5(a) State the purpose for the district charter school and a geographic description of the area of intended service.

Independence Classical Academy aims to offer a classical, back-to-basics, Core Knowledge educational option to K-12 students in Elizabeth and neighboring school districts, subject to conditions outlined in this application. By providing this new option, ICA will give parents and students educational choices not currently available in the District.

The purpose of ICA is to provide a high-quality K-12 school of choice that will:

1. Provide parents and students with a new educational option within the Elizabeth School District;
2. Introduce and develop a successful and innovative Core Knowledge charter program within the District; and
3. Offer teachers a platform to establish a learning environment with proven educational methods, structured school settings, and dedicated administration.

ICA aims to provide an excellent educational choice for the District's students. The School will have an anti-discriminatory, open admissions policy, serving any student in grades K-12 who qualifies to attend a traditional public school in Colorado. ICA will not discriminate based on disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services.

While ICA is open to all Colorado students, it primarily targets students attending grades K-12 and living in the Elizabeth School District. The targeted geographic region includes the following zip codes: 80107, 80102, 80106, 80116, 80117, and 80138.

ICA's demographics are expected to be representative of the targeted District population, as previously identified in ***Table 1*** above, based on demographic profile data from the Colorado Department of Education (CDE)'s Schoolview website for the Elizabeth School District.

In grades K-5, ICA will have a ratio of 25 students to 1 teacher. In grades 6-12, ICA will have a ratio of 30 students to 1 teacher. ICA's targeted geographic region includes Elbert County, consisting of the following contiguous zip codes: 80107, 80102, 80106, 80116, 80117, and 80138. Please see ***Figure 1*** above.

In its inaugural year, ICA will offer two classes per grade level for K-1 and one class per grade level for grades 2-5, totaling 200 students. Please see ***Table 2*** above for ICA's five-year enrollment plan.

ICA's CtF members have conducted extensive community outreach efforts in Elizabeth, Colorado. This outreach includes engaging with families at local events and hosting parent information meetings. ICA is currently accepting letters of intent and preparing letters of intent in Spanish to serve our diverse community better. To further facilitate this, we have provided an online survey link for families to fill out the Interest Form to attend ICA, a direct and convenient way for families to express their interest.

Marketing

ICA is committed to ensuring families know their educational options through a comprehensive marketing strategy (for example, see promotional materials in **Attachment C**). We will focus on a grassroots recruitment campaign to effectively reach harder-to-reach families – such as single-parent households, low-income families, and those who speak a second language. This approach includes:

- **School website**: Updated information and resources about enrollment.
- **Social media**: Engaging posts on platforms like Facebook.
- **Flyers and direct mailers**: Distributed in critical locations and through mail.
- **Advertisements**: Featured across various media channels.
- **Community relationships**: Building connections with local groups and organizations.
- **Door-to-door outreach**: Personal visits to ensure families are informed.

Flyers will be posted in high-traffic public places such as post offices and community centers. Additionally, promotional materials will be sent directly to community groups and churches to reach those who might otherwise miss out on this information.

ICA's CtF actively collaborates with community organizations to host informational events at accessible venues like community centers, parks, and libraries. These efforts are essential for effective recruitment and ensuring that all families, regardless of their background, are informed about their educational options and how to apply.

Parent and Family Events

The School is committed to keeping parents informed and engaged through various events and opportunities throughout the year. Parents will be updated via email, the school website, and other communication channels. Key events include:

- **Quarterly Parent-Teacher Conferences** are held in the evenings at the school. These conferences allow parents to discuss their child's educational progress.
- **Open Houses, Career Fairs, and Family Days** are annual events designed to recruit new students and foster ongoing communication and involvement between ICA and the community.
- **The Parent-Teacher Community Organization (PTCO)** coordinates extracurricular activities and involves community members in school decision-making. It also organizes workshops on education-related topics, such as school performance and student assessment.
- **Volunteering Opportunities**: Parents can get involved by chaperoning field trips, assisting with class projects, helping in the library or office, speaking during special events, and more.

According to the Bylaws, an ICA Academic Committee will be established to review school data, ensure academic goals are met, and provide feedback on instructional activities tailored to students'

needs. Parents are encouraged to participate in board meetings by making public comments and raising relevant issues. Additionally, parents are invited to meet with the principal to discuss any concerns, working collaboratively to enhance their child's educational experience.

ICA will use a Student Information System, Infinite Campus, which allows parents to monitor online assignments and grades. Teachers and staff will proactively communicate with parents if a student is struggling academically, and regular updates will be provided through mid-quarter progress reports and quarterly and semester report cards.

Community Involvement

At ICA, community involvement is not just a priority—it is the heart of our Mission and Vision. We understand that strong community partnerships are essential for enriching our students' educational experiences. Whether through fundraising, organizing field trips, or enhancing our academic programming, these partnerships are vital to our success.

ICA has crafted a Community Partner Support Document to formalize and strengthen these relationships. We are calling on local families and community organizations to join us in this endeavor by providing signed support letters (see **Attachment D**). The endorsement of these community stakeholders is crucial in solidifying these partnerships and ensuring our students have access to the best opportunities.

ICA is dedicated to actively collaborating with local businesses and organizations. Through these partnerships, we can amplify our fundraising efforts, arrange impactful field trips, secure top-notch educational programming, and invite inspiring guest speakers. Together, we can make a lasting difference in the lives of our students and the broader community.

Elizabeth School District

The Colorado School Districts with County Map in ***Figure 2*** from the Colorado Department of Education (CDE) outlines the boundaries for the Elizabeth School District and the contiguous school districts.

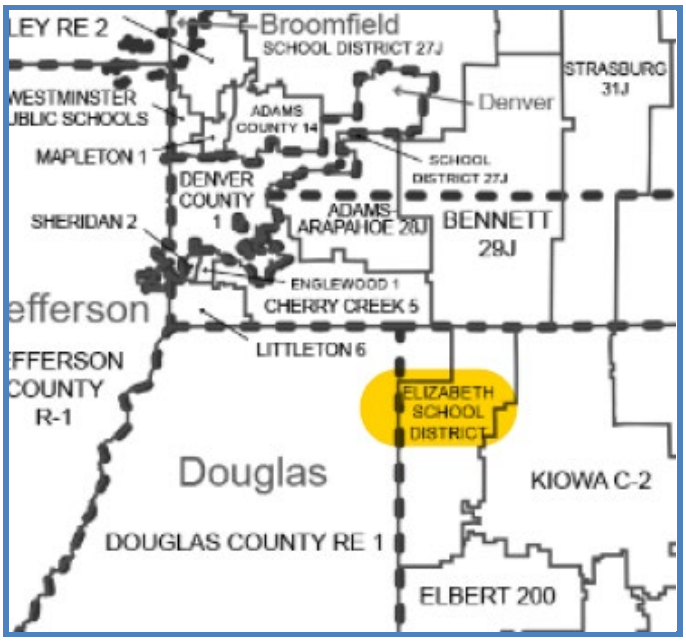


Figure 2. Elbert County School Map

The outlined area below is the school district boundary for Elizabeth Schools. The highlighted pink and blue regions identify the residential locations that receive transportation to Running Creek Elementary (Blue) or Singing Hills Elementary (Pink).

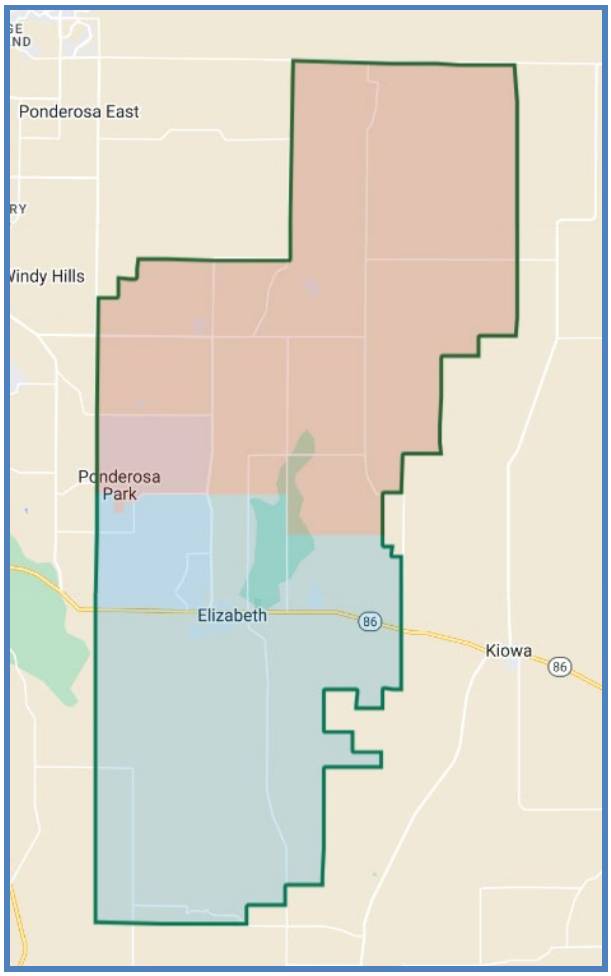


Figure 3. Elizabeth School District Elementary Schools

Based on the Final 2023 District Performance Framework, the Elizabeth School District earned an overall "Accredited" status; however, the District struggled to meet standards in several achievement and growth areas, including academic growth at the Middle School level and both academic achievement and academic growth at the High School level, within the minority, Multilingual learner, economically disadvantaged, and students with disabilities demographic subgroups.

0920: Elizabeth School District

Elementary School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	461	94.6%	741.8	55	6.00/8	Meets
	Previously Identified for READ Plan	63	92.8%	707.2	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	70	90.2%	730.4	29	0.50/1	Approaching
	Minority Students	77	89.9%	733.9	37	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	63	81.8%	716.3	6	0.25/1	Does Not Meet
CMAS - Math	All Students	463	95.0%	745.1	73	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	72	92.7%	734.9	51	0.75/1	Meets
	Minority Students	78	91.0%	737.8	57	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	66	85.7%	720.3	17	0.50/1	Approaching
TOTAL		*	*	*	*	15.25/22	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	307	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	48	46.5	0.50/1	Approaching
	Minority Students	48	44.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	33	51.0	0.75/1	Meets
CMAS - Math	All Students	308	56.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	49	59.0	0.75/1	Meets
	Minority Students	49	60.0	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	35	50.0	0.75/1	Meets
English Language Proficiency	English Language Proficiency	22	47.0	1.00/2	Approaching
	On Track to EL Proficiency	22	81.8%	2.00/2	Exceeds
TOTAL		*	*	19.00/26	Meets

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2022-23.

Figure 4. Elizabeth School District – Elementary School

0920: Elizabeth School District

Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	439	85.2%	752.5	78	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	66	79.5%	738.0	44	0.50/1	Approaching
	Minority Students	88	83.2%	749.2	71	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	45	71.4%	715.6	4	0.25/1	Does Not Meet
CMAS - Math	All Students	436	84.7%	732.2	52	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	65	79.3%	721.1	23	0.50/1	Approaching
	Minority Students	87	83.0%	730.4	47	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	45	71.4%	706.6	2	0.25/1	Does Not Meet
TOTAL		*	*	*	*	14.75/22	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	406	53.5	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	60	51.5	0.75/1	Meets
	Minority Students	82	51.5	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	42	44.0	0.50/1	Approaching
CMAS - Math	All Students	402	46.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	58	45.5	0.50/1	Approaching
	Minority Students	82	46.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	42	44.5	0.50/1	Approaching
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	13.50/22	Approaching

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2022-23.

Figure 5. Elizabeth School District – Middle School

0920: Elizabeth School District — High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Based Reading & Writing	All Students	228	67.8%	478.3	64	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	27	44.3%	445.2	30	0.50/1	Approaching
	Minority Students	36	65.5%	452.8	39	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
Colorado PSAT - Math	All Students	229	67.8%	448.3	49	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	27	44.3%	422.6	22	0.50/1	Approaching
	Minority Students	37	65.5%	438.9	40	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	12.00/20	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence-Based Reading & Writing	All Students	213	40.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	21	38.0	0.50/1	Approaching
	Minority Students	30	28.0	0.25/1	Does Not Meet
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
Colorado PSAT/SAT - Math	All Students	302	46.5	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	30	47.0	0.50/1	Approaching
	Minority Students	46	44.5	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	9.75/20	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2022-23.

Figure 6. Elizabeth School District – High School

Grading Guidelines

Teachers at ICA will maintain accurate and current grade books in Infinite Campus, our chosen student information system. Grades must accurately reflect each student's mastery of content standards and their overall performance on grade-level objectives.

ICA will implement uniform grading guidelines to ensure a fair and accurate representation of student abilities and to provide consistent opportunities for demonstrating knowledge. These guidelines will be formalized through board policies covering grading, make-up work, and late submissions. These policies will clarify expectations for parents, students, and staff.

The principal will oversee the implementation of these grading guidelines, ensuring adherence to both the letter and the spirit of the policy. Critical aspects of the policy include:

- **Timely Grade Entry**: Grades must be entered promptly to provide current and accurate information.
- **Detailed Grading**: Grades will be provided separately for classwork, homework, and formative and summative assessments.
- **Frequent Assessment**: Reading, writing, and math standards will be assessed at least three times per year.
- **Exclusion of Non-Content Categories**: Categories like "Participation" will not be used in grading, as they do not align with content standards.

These measures will ensure transparency and fairness when evaluating student performance.

Table 5. Grading Scales

Overall Grades	
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

Student Promotion and Retention Guidelines

ICA is dedicated to ensuring fair and equitable student promotion and retention, aligning with our mission to support every student's academic growth. We will implement targeted interventions at the individual, classroom, and school levels using real-time data from frequent assessments. Our approach includes:

- **Data-Driven Interventions**: The Data Team and teacher referrals will identify students who need additional support. Interventions may involve specific tutoring sessions, supplemental programs, academic coaching, lesson modeling, computerized intervention programs, and pull-out services.
- **Parental Notification**: Parents will be informed throughout the intervention process, and teachers will work with families to accommodate their schedules.

For students requiring more intensive support, the Data Team will determine if they should enter the Response to Intervention (RtI) process. If a student is identified as struggling and potentially at risk of retention, they will be referred to the Pupil Promotion/Retention Team by the end of the first semester.

The Pupil Promotion/Retention Team will typically include a member of the administrative team, the current teacher, the teacher of the following year, and a special education teacher (if applicable). The administration will select the appropriate team members. The team will establish benchmarks and procedures for promotion at each grade level using various data sources, including attendance, state assessments, school and curriculum-based assessments, classroom observations, and feedback from parents and teachers.

The team will review this data to recommend whether a student should be promoted or retained. The parent or guardian will meet to discuss the recommendation, review the data, address any social-emotional concerns, and consider the student's options. The final decision will be made collaboratively by the team and the parent. ICA will adhere to all State and Federal laws, including those related to students with disabilities and IDEA.

Primary Grades

- **Kindergarten to First Grade**: Students should master the first 26 phonograms, demonstrate automaticity in letter sounds and writing, and read fluently with approximately one word per second.
- **First Grade to Second Grade**: Students should master 71 phonograms, spell at grade level, read their Spelling/Vocabulary List fluently, and meet comprehension guidelines if needed.
- **Second Grade to Third Grade**: Students should master all 71 phonograms, spell at grade level, read their Spelling/Vocabulary List fluently, and achieve a reading comprehension level within six months of grade level using McCall/Crabbs Reading Comprehension Books.

The criteria apply to multilingual Learner (MLL) students and those requiring academic support. MLL teachers and the AST are responsible for justifying any exemptions according to Individual Education Plans (IEPs).

Intermediate and Middle School Grades

Students with a C- average or better in core subjects (ELA, math, science, social studies) who show appropriate behavioral development will be promoted. Students with a D+ average or lower, or those not maturing behaviorally, may be considered for retention. These students will be identified through low scores and tiered interventions. Retention discussions will involve parents and be documented. Decisions will be based on evidence including maturity, grades, AST recommendations, parental input, and Light's Retention Scale, Revised Edition. ICA will retain students who do not perform to standard despite the current emphasis on "social promotion" in other schools.

Students at significant risk of failure will receive intensive interventions promptly to avoid retention. The AST will support teachers with strategies or direct assistance in academic or behavioral programs. These strategies may include pull-out supports, academic coaching, study skills modeling, and intensive intervention programs. Classroom teachers and the AST ensure all students reach grade-level proficiency, with accommodations as per IEP Plans.

5(b) Provide evidence that an adequate number of parents/guardians and students support the formation of the district charter school. This evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.

The Elizabeth School District includes two elementary schools (Running Creek and Singing Hills), one middle school (Elizabeth), and one high school (Elizabeth), as well as one K-8 charter school (Legacy Academy). According to the CDE's SchoolView for the Elizabeth School District, the total K-12 enrollment for the 2023-24 school year was 2,614, including 516 students enrolled in the District's sole charter school, Legacy Academy.

Along with our community outreach efforts, we have established an ICA school website and Facebook page to maintain open communication and ongoing engagement with the community. The Board firmly believes, based on the feedback received from our outreach events, that there is a significant demand for this new charter school. The community has expressed a strong desire for an educational institution that aligns with the principles and values we champion at ICA. This belief drives our commitment to meeting this demand and ensuring that ICA becomes a cornerstone of educational excellence in our community. For example of letters of support, see **Attachment D**.

In the first round of collection, 102 families for 123 students completed an Interest Form expressing an interest in enrolling in ICA upon its opening.

2025-26 Grade of Student	Number of Students Interested in Enrolling
Kindergarten	31
1st Grade	23
2nd Grade	13
3rd Grade	16
4th Grade	24
5th Grade	14
6th Grade	1
7th Grade	0
8th Grade	0
9th Grade	1
10th Grade	0
11th Grade	0
12th Grade	0
Total Student Interest	**123**

The ICA Governing Board is committed to fostering strong partnerships within our community to enhance educational opportunities for all children. In alignment with this commitment, ICA is willing to collaborate with the District to develop preschool programming that aligns with both the District's goals and ICA's educational mission.

Early childhood education is a critical foundation for lifelong learning. If there is mutual interest, ICA is open to exploring the development of a preschool program in collaboration with the District. ICA will work with the District to create a high-quality preschool option that serves the needs of our community and provides a seamless educational continuum for our youngest learners.

LBD-R Item 6: Student Achievement and Curriculum

6(a) Describe the district charter school's educational program, student performance standards and curriculum that shall provide students with the educational experiences necessary to achieve the standards.

Independence Classical Academy will utilize the Core Knowledge Sequence curriculum to deliver a robust, classically oriented liberal arts education for students in grades K-12. This curriculum is grounded in a time-tested educational model that emphasizes a traditional, back-to-basics approach, distinguishing ICA from other schools in the District.

Educational Program

ICA is dedicated to offering all students a rich and balanced educational experience. We maintain high expectations for behavior and academic achievement, acknowledging that each student possesses unique abilities, interests, and motivations. Our approach ensures that while striving for excellence, we cater to individual learning needs and personal growth.

ICA's educational program is built around the Core Knowledge Sequence, a comprehensive, sequenced curriculum designed to provide students with a strong foundation in essential knowledge and skills across various subjects. The Core Knowledge approach ensures that students build a coherent and cumulative body of knowledge as they progress through their education.

- **Classical Education Focus**: Our program emphasizes a classical education model, which integrates rigorous academic standards with a focus on developing critical thinking, problem-solving skills, and a deep appreciation for the liberal arts. This model includes traditional subjects such as history, literature, and the arts alongside core academic areas like math, science, and language arts.
- **Core Knowledge Curriculum**: The Core Knowledge Sequence outlines specific content and skills students should learn at each grade level, ensuring a well-rounded education. This curriculum covers critical topics in history, geography, science, literature, and the arts, providing a solid foundation for future learning.

Student Performance Standards

ICA sets high-performance standards to ensure students achieve academic excellence and are well-prepared for future educational and life challenges. These standards include:

- **Academic Mastery**: Students are expected to demonstrate mastery of grade-level content and skills outlined in the Core Knowledge Sequence. This includes reading, writing, mathematics, science, and social studies proficiency.

- **Critical Thinking and Analysis**: Students will develop the ability to think critically and analyze information across various subjects. This includes interpreting texts, solving complex problems, and applying knowledge to real-world situations.
- **Character Development**: ICA emphasizes the importance of developing strong character traits, including responsibility, integrity, and perseverance. Our educational program aims to foster these qualities alongside academic achievement.

Curriculum Overview

The Core Knowledge Sequence provides a detailed curriculum framework for each grade level, ensuring students receive a consistent and comprehensive education. Key elements of the curriculum include:

- **Literature and Language Arts**: Students engage with classic texts and develop strong reading, writing, and communication skills. The curriculum includes various genres and authors, promoting literary analysis and appreciation.
- **Mathematics**: The math curriculum focuses on building a solid foundation in arithmetic, geometry, algebra, and data analysis. Students are encouraged to develop problem-solving skills and mathematical reasoning.
- **Science**: The science curriculum covers fundamental concepts in biology, chemistry, physics, and earth science. Students engage in hands-on experiments and inquiry-based learning to understand scientific principles and methods.
- **Social Studies and History**: The social studies curriculum provides students with a thorough understanding of historical events, cultural developments, and geographical concepts. This includes studying vital historical figures and events and the development of civilizations.
- **Arts and Humanities**: The curriculum includes instruction in visual arts, music, and performing arts, allowing students to explore and develop their creative abilities.
- **Physical Education and Health**: ICA's program includes physical and health education to promote overall well-being and healthy lifestyles.

By adhering to the Core Knowledge Sequence and maintaining high performance standards, ICA is dedicated to providing students with the educational experiences necessary to achieve excellence and prepare for future success.

A Strong Foundation for Success

The Core Knowledge Foundation has published research supporting this curriculum. The document "How Do We Know This Works? An Overview of Research on Core Knowledge" reviews all recent research.

The Core Knowledge Sequence stands out for its carefully planned progressions across critical subjects such as history, geography, mathematics, science, language arts, and fine arts. This approach helps students build upon their existing knowledge, laying a solid foundation in the early grades when they are most receptive to learning.

The Core Knowledge Sequence clearly defines the essential knowledge that all students should acquire, ensuring equal access to a comprehensive curriculum. This is particularly important for at-risk students, who often face diluted curricula due to low expectations. In schools implementing the Core Knowledge Sequence, all students engage with a rigorous and interconnected body of knowledge that fosters a shared foundation for future learning.

This curriculum supports academic growth, cultivates a common heritage, and provides a basis for effective communication, cooperation, and lifelong learning.

The Core Knowledge Sequence outlines a clear framework for the content and skills to be taught at each grade level. It promotes teacher collaboration to plan, reinforce, and review knowledge within and across grade levels. This teamwork fosters creativity among staff and supports students in mastering new content effectively.

At ICA, we prioritize the development of essential learning skills, including reading, writing, speaking, listening, calculating, problem-solving, and critical judgment. These skills are best acquired through a well-organized body of content structured into domains of related concepts. A central focus of our curriculum is literacy, which is supported through extensive reading of fiction and non-fiction literature.

In the early grades, ICA emphasizes intensive reading instruction. Students receive explicit training in phonemic awareness and phonics and regular assessments to monitor individual progress closely. Our approach ensures children learn letter-sound correspondences through direct, coherent instruction rather than relying on word memorization or guessing strategies.

We believe developing these skills requires time, thoughtful engagement, and active use of imagination. To support this, we encourage students to replace passive activities, such as non-instructional television viewing, with enriching activities that stimulate creativity and skill development. Reading, in particular, is heavily emphasized to foster imagination and academic growth.

Alignment to Standards

The Core Knowledge Foundation supports the Common Core State Standards Initiative by ensuring that the first four objectives in Language Arts – Listening and Speaking, Reading, Writing, and Language Conventions – align with the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

It is important to note that standards are not curricula; they specify what students should know and be able to do by the end of each grade level or course. In contrast, a curriculum, such as the Core Knowledge Sequence, provides a detailed plan for how students can achieve these standards.

At ICA, we will implement the Core Knowledge Sequence across Language Arts, Mathematics, Science, History & Geography, Music, and Visual Arts. This curriculum will be aligned with or exceed Colorado Academic Standards where appropriate. The Core Knowledge Coach or Lead Teacher will also train our educators on best practices for aligning our curriculum with Colorado Academic Standards, ensuring a cohesive and comprehensive educational experience.

Core Curriculum Overview

The Core Knowledge Foundation emphasizes that effective communication and continuous improvement are essential for successfully implementing its curriculum. Strong Core Knowledge schools are built on a foundation of meticulous planning and open dialogue. This involves regularly consulting planning documents and essential daily teaching and learning guides. By maintaining clear communication and committing to ongoing enhancements, schools can ensure the successful integration of the Core Knowledge curriculum and support student achievement.

English Language Arts (ELA)

The Core Knowledge Foundation emphasizes the importance of selecting a reading program with a straightforward, systematic approach to teaching phonics and word attack skills in the early grades. The Foundation advocates using a rich curriculum like the Core Knowledge Sequence to build broad background knowledge and vocabulary. Frequent teacher read-alouds and class discussions on critical subjects should complement this by integrating fiction and nonfiction selections.

We are committed to a comprehensive English Language Arts (ELA) education approach at ICA. Our program includes a detailed study of classic fiction and nonfiction, poetry, and writing, following the Core Knowledge selections for grades K-8. We provide explicit instruction in phonics, spelling, language usage, and handwriting, ensuring vocabulary development is intentional and aligned with Core Knowledge domains. Writing skills are developed through targeted instruction, regular practice, and feedback, with writing topics connected to Core Knowledge domains to reinforce concepts and vocabulary.

ICA aims to deliver the highest quality ELA education possible. We implement the Core Knowledge Language Arts (CKLA) curriculum, which has demonstrated success in various urban settings and is used in Core Knowledge schools nationwide. For grades 4 and up, where CKLA might not cover all ELA topics, ICA will explore additional options and develop a curriculum that meets Core Knowledge and Colorado Academic Standards. The final decision on the specific ELA curriculum will be made with input from the Principal, ensuring it aligns with the goals and instructional recommendations of the Core Knowledge Foundation.

Table 6. Core Knowledge English Language Arts Curriculum

English Language Arts				
Preschool	Kindergarten	First Grade	Second Grade	Third Grade
I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases
Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Speeches	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction and Drama	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction and Drama	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction, Non-fiction, and Drama	I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction, Non-fiction, and Drama

VIII. Sayings and Phrases	VII. Speeches VIII. Sayings and Phrases	VII. Sayings and Phrases	VII. Foreign Phrases Commonly Used in English	VII. Foreign Phrases Commonly Used in English

Mathematics

Singapore Math has earned a reputation for excellence, consistently ranking at the top in international math assessments for decades. Singapore students frequently score high on two major global tests: the Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA). In comparison, U.S. students using traditional math approaches often rank significantly lower.

The Singapore Math curriculum emphasizes a blend of detailed instruction, problem-solving, and visual and hands-on aids. This approach ensures that students thoroughly master each concept before advancing to new topics, fostering a deep understanding of mathematical principles.

Developed in 1981 by the Curriculum Planning and Development Institute of Singapore, Singapore Math has been shown through research to enhance student achievement. It is widely recognized for its effectiveness in improving math skills.

- Study Shows a "Singapore Math" Curriculum Can Improve Student Problem Solving Skills
- 6 Reasons Why Singapore Math Might Just Be the Better Way

Table 7. Core Knowledge Mathematics Curriculum

Mathematics				
Preschool	Kindergarten	First Grade	Second Grade	Third Grade
I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money	I. Counting and Cardinality II. Operations and Algebraic Thinking III. Number and Operations in Base Ten IV. Measurement and Data V. Geometry	I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Measurement and Data IV. Geometry	I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Measurement and Data IV. Geometry	I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Number and Operations - Fractions IV. Measurement and Data V. Geometry
Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Number and Operations-Fractions	I. Operations and Algebraic Thinking II. Number and Operations in Base Ten III. Number and Operations-Fractions	I. Ratios and Proportional Relationships II. The Number System III. Expressions and Equations	I. Ratios and Proportional Relationships II. The Number System III. Expressions and Equations	I. The Number System II. Expressions and Equations III. Functions IV. Geometry

IV. Measurement and Data V. Geometry	IV. Measurement and Data V. Geometry	IV. Geometry V. Statistics and Probability	IV. Geometry V. Statistics and Probability	V. Statistics and Probability

Science

The Core Knowledge Sequence guides the science curriculum for grades K-8 at ICA. This sequence covers various topics, including Life Science, Earth Science, Physical Science, and Science biographies. While following this structured curriculum, the school may also align its science topics to meet or surpass Colorado Academic Standards, ensuring a comprehensive and rigorous science education for all students.

Table 8. Core Knowledge Science Curriculum

Science				
Preschool	Kindergarten	First Grade	Second Grade	Third Grade
I. Human Characteristics, Needs, and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs, and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools	I. Pushes and Pulls II. Needs of Plants and Animals III. Changing Environments IV. Weather Patterns V. The Human Body: Our Five Senses VI. Science Biographies	I. Sun, Moon, and Stars II. Plant and Animal Survival III. Exploring Light and Sound IV. Simple Machines V. The Human Body: Human Body Systems VI. Science Biographies	I. Properties of Matter II. Organisms and Their Habitats III. Exploring Land and Water IV. Electricity and Magnetism V. The Human Body: Cells and Digestion VI. Science Biographies	I. Investigating Forces II. Life Cycles, Traits, and Variations III. Habitats and Change IV. Weather and Climate V. The Human Body: Systems and How Our Eyes and Ears Work VI. Science Biographies
Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
I. Energy Transfer and Transformation II. Investigating Waves III. Structures and Functions of Living Things IV. Processes That Shape Earth V. Using Natural Resources for Energy VI. The Human Body: Our Circulatory & Respiratory Systems	I. Investigating Matter II. Energy and Matter in Ecosystems III. Modeling Earth's Systems IV. Protecting Earth's Resources V. Astronomy: Space Systems VI. The Human Body: Our Endocrine and Reproductive Systems VII. Science Biographies	I. Light and Matter II. Thermal Energy III. Weather, Climate, and Water Cycling IV. Rock Cycling and Plate Tectonics V. Natural Hazards VI. Cells and Systems VII. The Human Body: Circulatory, Lymphatic, and Immune Systems	I. Chemical Reactions and Matter II. Chemical Reactions & Energy III. Metabolic Reactions IV. Matter Cycling and Photosynthesis V. Ecosystem Dynamics VI. Natural Resources and Human Impact VII. Science Biographies	I. Contact Forces II. Sound Waves III. Electromagnetic Waves IV. Forces at a Distance V. Earth in Space VI. Genetics VII. Natural Selection and Common Ancestry VIII. Science Biographies

VII. Science Biographies		VIII. Science Biographies		

History and Geography

In grades K-8, ICA follows the Core Knowledge Sequence, which includes World History, American History, and Geography. Economics and Civics are integrated at every grade level to ensure our curriculum meets or exceeds Colorado Academic Standards. The school may also align its history topics to surpass these standards, providing a robust and comprehensive understanding of historical and geographical concepts.

Table 9. Core Knowledge History & Geography Curriculum

History & Geography				
Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Time: I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) **Space**: I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts	**World**: I. Geography: Spatial Sense II. Overview of the Seven Continents **American**: I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols & Figures	**World**: I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico **American**: I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of the American West V. Symbols & Figures	**World**: I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization **American**: I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols & Figures	**World**: I. World Geography II. The Ancient Roman Civilization III. The Vikings **American**: I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
World: I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors **American**: I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	**World**: I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan **American**: I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography	**World**: I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements **American**: I. Immigration, Industrialization, and Urbanization II. Reform	Survey of American History (Precolonial to the Present)	Survey of World History (Ancient to the Present)

Music

This course adheres to the Core Knowledge Sequence and utilizes various resources provided by the Core Knowledge Foundation. These include the Teacher Manual for grades K-5, "What Your Nth Grader Needs to Know" for grades K-8, and "Cultural Literacy." Additionally, the teacher incorporates various Core Knowledge Classic Units and Domain-based Units.

Table 10. Core Knowledge Music Curriculum

Music				
Preschool	Kindergarten	First Grade	Second Grade	Third Grade
I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move	I. Elements of Music II. Listening and Understanding III. Songs	I. Elements of Music II. Listening and Understanding (Composers, Orchestra, Opera, Ballet, Jazz) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra, Keyboards, and Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra, Composers, and Connections) III. Songs

Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers; Connections) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals; Performers) IV. Songs	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann, Smyth) III. Songs	I. Elements of Music II. Classical Music: Romantic and Patriotic (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky, Ponce) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Modern and Patriotic IV. Modern Musical Performers V. Vocal Music (Opera, American Musical Theater, Song Ballads)

Visual Arts

This course follows the Core Knowledge Sequence and utilizes resources from the Core Knowledge Foundation, including the Teacher Manual for grades K-5, "What Your Nth Grader Needs to Know" for grades K-8, and "Cultural Literacy." The teacher also incorporates various Core Knowledge Classic Units and Domain-based Units. Art prints from the Core Knowledge Foundation and other sources support art instruction.

Table 11. Core Knowledge Visual Arts Curriculum

Visual Arts				
Preschool	Kindergarten	First Grade	Second Grade	Third Grade
I. Attention to Visual Detail II. Creating Art III. Looking and Talking about Art	I. Elements of Art II. Sculpture III. Look & Discuss IV. Architecture	I. Art from Long Ago II. Elements of Art III. Kinds of Pictures IV. Architecture	I. Elements of Art II. Sculpture III. Landscapes IV. Abstraction V. Architecture	I. Elements of Art II. Native American Art III. Art of Ancient Rome and Byzantine Civilization IV. Architecture
Fourth Grade	**Fifth Grade**	**Sixth Grade**	**Seventh Grade**	**Eighth Grade**
I. Art and Architecture of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art and Architecture of a New Nation	I. Art and Architecture of the Renaissance II. Baroque Art and Architecture III. American Art: Nineteenth-Century United States IV. Native American Art V. Art of Japan VI. Russian Art and Architecture	I. Art History: Periods and Schools (Classical; Gothic; Rococo; Neoclassical; Romantic; Realism; Impressionism; Post-Impressionism) II. Architecture in the Age of the Industrial Revolution	I. Art History: Period and Schools (Fauvism / Expressionism; Cubism; Surrealism; Abstract Expressionism; Abstraction) and Abstraction; Modern American Painting) II. Organic Architecture	I. Art History: Periods and Schools (Painting Since World War II; 20th-Century Photography; 20th-Century Sculpture; Contemporary Art) II. Post-Modern Architecture

World Languages

Understanding and appreciating other languages is critical to appreciating diverse cultures. At ICA, Latin is taught at all grade levels, providing a foundation in the root of Romance languages and enriching students' understanding of English vocabulary. As the School grows, additional foreign language options may be introduced. The School will evaluate and determine the timing for implementing instruction in other languages within the first five years.

Physical Education

ICA's physical education course will follow Colorado's Comprehensive Health and Physical Education standards. These comprehensive standards focus on personal decision-making regarding emotional and social well-being, positive communication, healthy eating, physical activity, tobacco, drug, and alcohol abuse prevention, and violence prevention. The standards underscore critical skills for navigating today's society with complex and often confusing messages about health, beauty, and happiness.

Computer Technology

On May 9, 2024, the Colorado State Board of Education approved revisions to the computer science recommendations. These are the Final Recommendations for Kindergarten - 12th Computer Science Standards.

The recommended computer science standards related to the following topics: (1) Computational Thinking, (2) Computing Systems and Networks, (3) Computer Programming, (4) Cybersecurity, (5) Artificial Intelligence (AI), and (6) Digital Citizenship. These standards will help to ensure that students are prepared in the following areas:

- Develop, utilize, and evaluate algorithms to model and solve problems.
- Systematically analyze a problem using decomposition and abstraction to formulate a solution.
- Represent and analyze data to generate new knowledge and capability.
- Use systems thinking to describe networks and standard software and hardware components.
- Develop systems solutions from specifications to complete a design process.
- Recognize and analyze security concepts.
- Design and create programs, individually and collaboratively, for various disciplines.
- Create computational artifacts that consider security from tampering, malicious or otherwise.
- Create a security risk profile that recognizes and analyzes security concepts.
- Use AI tools to analyze and understand the world and to create and inspire ideas.
- Evaluate the uses of AI.
- Explain how AI tools work and how they are built.
- Digital Citizenship: Practice responsible, ethical, and safe use of computing technology and the internet.

Electives / Specials Overview

In a classical education or Core Knowledge curriculum, electives and special classes enhance the core subjects and contribute to a well-rounded education. Potential elective courses may include:

- **Debate and Rhetoric**: These courses develop public speaking, argumentation, and critical thinking skills through classical rhetoric and debate practices.
- **STEM Electives**: Enrichment in science, technology, engineering, and mathematics through projects, robotics, and advanced math and science topics.
- **Civics and Ethics**: Studies in government, political philosophy, and ethical reasoning, often exploring classical and historical perspectives on governance and morality.

As ICA expands, the School plans to introduce these or similar programs based on student interest, available resources, and state requirements. The selection of electives will align with the School's goals for academic excellence and character development.

These electives complement the core curriculum by integrating additional skills and interests, further supporting a comprehensive and classical education.

Proposed Textbooks and Other Resources

ICA is committed to providing curriculum resources that align with its academic goals and, where applicable, with those used by Liberty Common School. However, as educational standards and assessments evolve, ICA may utilize more recent publications that better meet current requirements. Additionally, if resources previously used by Liberty Common School are no longer available, ICA will select materials that best address the needs of its unique student population. This approach ensures that the curriculum is tailored to support all students effectively, including those with special education needs, English Language Learners, and at-risk students, which may differ from the demographics at Liberty Common School.

Justification for Selected Curriculum

ICA modeled its curriculum and instructional program after Liberty Common School in Fort Collins, Colorado. This highly successful institution has been recognized for its academic excellence since its opening in 1997. Serving over 1,000 students in grades K-12, Liberty Common School has earned numerous awards for academic achievement and student activities, including being named a John C. Irwin School of Excellence every year the award has been offered. ICA believes that adopting this proven program will provide a rigorous educational option for the local student population.

ICA is committed to implementing the Core Knowledge Sequence consistent with Liberty Common School. This curriculum model has demonstrated success at many Colorado charter schools and is backed by research, including The Core Knowledge Foundation's collaboration with the Shanker Institute. This research, presented in "Literacy Ladders: Increasing Young Children's Language, Knowledge, and Reading Comprehension," highlights recent findings that support the Core Knowledge approach to early literacy. The Core Knowledge Foundation endorses this curriculum in the Core Implementation Practices: A Guide to Effective Implementation of Core Knowledge (June 2019).

ICA is dedicated to ensuring community stakeholders understand and embrace the Core Knowledge Sequence. Core Knowledge is more than just a curriculum; it is a comprehensive philosophy that integrates carefully sequenced content and skills, effective teaching methods, and collaborative engagement within the community. By fostering a shared commitment to these principles, ICA aims to create a unified approach to education that benefits students, teachers, and families alike.

Monitoring Core Knowledge Implementation

The Principal and Core Knowledge Coordinator or Lead Teacher at ICA will collaborate to monitor progress, identify areas for improvement, and ensure the full implementation of the Core Knowledge Sequence, adhering to guidelines from Core Knowledge Foundation-approved resources. ICA will also use these resources to assess its Core Knowledge implementation and pursue recognition as a Core Knowledge "School of Distinction."

To achieve this designation, ICA will seek approval from the Core Knowledge Foundation by completing the Self-Reflection Tool in the Implementation Feedback Report. The accreditation process is thorough and involves school visits from specially trained consultants, submission of detailed curriculum plans and documentation, student work samples, and interviews with school community members. ICA is dedicated to faithfully implementing the Core Knowledge Sequence while adapting specific topics to align with Colorado Academic Standards as needed.

Reading Lists and Summer Reading

In addition to regular homework, which is typically recommended to be about 10 minutes per night per grade level (e.g., a 3rd grader would have approximately 30 minutes of homework each school night), students at ICA are also expected to engage in nightly reading activities. For grades K-3, teachers will set specific expectations for reading homework. Students in these grades are encouraged to be read to, or read with, an adult each night. For students in grades 4 and above, at least 20 minutes of independent reading is required each night.

The School will develop a list of approved books for required reading, ensuring they align with high-quality literature, character education, and Core Knowledge domains. Students may select books from this list if needed. Reading is not specified in the Core Knowledge Sequence or approved additions. Students and parents can submit suggestions for additional books for teacher consideration and potential approval. Students are encouraged to read extra books beyond the required reading.

ICA will also implement a summer reading program designed to expose students to literature with rich language, advanced plot structures, and sophisticated character development. For grades K-3, summer reading books are intended to be read by a parent or other adult. Students entering grade 4 and above should be able to read these books independently. Teachers will establish expectations for demonstrating completion of the summer reading, and incentives for participation will be provided. These incentives will be age-appropriate and decided by teachers, administrators, and parents before the end of each school year. Participation in the summer reading program will be encouraged through fun activities like summer book clubs, but students who do not participate or participate minimally will not face penalties.

School Calendar

ICA will develop a school calendar that complies with CRS § 22-33-104, Colorado's Compulsory Attendance Law, ensuring it meets or exceeds the required days and hours of attendance for each age group. Like many other Core Knowledge schools, ICA will have a more extended school day than regional district schools to achieve its goals of academic excellence. The school calendar will attempt to align with the local district's calendar for the convenience of our students' families.

ICA will schedule ten professional development days throughout the year, with most occurring before the start of each school year. This time will be used to meet training goals and establish staff expectations for collaboration and competency. Before the school opens for its first year, teachers will

participate in an additional week of mid-summer training, known as "Boot Camp," to cover the Core Knowledge curriculum, standards, and assessments. The remaining professional development days before school starts will focus on team building, setting behavior expectations for academics and classroom management, and establishing school culture, policies, and procedures. During the school year, professional development days will refine curriculum expertise, conduct data analysis, and plan for school improvement. Teacher input will be crucial in identifying areas needing support, guided by the Principal and Core Knowledge Coordinator/Lead Teacher.

ICA will develop a daily schedule that provides appropriate learning time for core subjects and specials, incorporating best practices from successful Core Knowledge schools. The Principal and faculty will refine this schedule to meet the needs of various grade levels and future school growth.

When the school expands to include 6th through 8th grades, the Principal and faculty will develop a middle school schedule and determine the days for block and non-block scheduling.

Daily Schedule

The following outline presents a typical daily schedule for elementary school classes at ICA:

Morning Routine: The day begins with bell work, which the teacher determines. This activity serves as a morning warm-up activity that often reviews basic skills or material recently covered.
Math Instruction: Students receive one hour of math instruction daily.
Recess: Elementary students have a daily recess period to ensure they get regular physical activity.
Literacy Block: After recess, a literacy block focuses on phonics and language development in the lower grades and literature, writing, and reading comprehension in the upper grades.
Lunch and Recess: A scheduled lunch and recess period provides a mid-day break for students.
Reading Time: Students engage in a read-aloud or silent reading session after lunch.
Specials Classes: Most days include specials classes such as Art, Music, PE, or Library/Technology, taught by subject matter experts.
Core Knowledge Block: In the afternoon, a Core Knowledge block allows teachers to schedule various history and science topics according to the needs of their classes.
Literature Session: The day concludes with a literature session, where teachers and students explore classic literature from the Core Knowledge Sequence or other high-quality works, fostering discussion and related activities.

A crucial component of successful Core Knowledge schools is carefully scheduling common planning time within grade levels. As the Core Knowledge Foundation highlighted, influential school leaders "provide and protect collaborative planning time within and across grade levels and subject areas." This is typically achieved by scheduling all classes of a single grade level to share a daily specials period. For instance, one 4th grade class is in PE, another is in Art, and a third in Music, allowing teachers to collaborate and communicate during this standard planning period ideally at least three times per week, depending on the specials schedule.

The Principal and faculty of ICA will further refine this daily schedule as the School prepares to open, ensuring it meets the specific needs of their students and aligns with the school's educational goals.

Table 12. Independence Classical Academy's Proposed Elementary School Schedule

Elementary School Schedule Kindergarten- 5th Grade Sample Schedule*	
Time	Sample Daily Schedule
8:00 – 8:30 am	Bell Work and Penmanship
8:30 – 9:30 am	Mathematics
9:30 – 9:50 am	Recess
9:50 – 10:30 am	Literacy
10:30 – 11:00 am	Writing/Grammar
11:00 – 11:30 am	Lunch
11:35 – 11:55 am	Reading (Teacher Lead or Silent)
12:00 – 12:50 pm	Specials (PE, Art, Etc)
12:55 – 2:25 pm	Core Knowledge (History, Geography, Science, Writing)
2:30 – 3:00 pm	Literature

Generally, elementary students are scheduled to attend school from 8:00 a.m. to 3:00 p.m., while middle and high school students attend school from 7:50 a.m. to 3:10 p.m. This extended time allows for additional academic activities and alleviates crowd control issues by staggering release times.

ICA may implement a hybrid schedule combining block and non-block days to optimize learning and transition middle school students from an elementary self-contained classroom to a high school subject-based classroom.

Non-Block Days:

- **Days:** Monday, Wednesday, Friday
- **Class Duration:** 55 minutes per period
- **Benefits:**
  - Ensures consistent teacher-student interaction.
  - Offers regular opportunities to reinforce learning and address questions.
  - Facilitates weekly lesson wrap-ups and timely assessment.

Block Days:

- **Days:** Tuesday, Thursday
- **Class Duration:** 1 hour and 55 minutes per period
- **Tuesday:** Periods 2, 3, 4
- **Thursday:** Periods 5, 6, 7
- **Benefits:**
  - Enables extended focus on complex subjects and projects.
  - Provides dedicated time for hands-on learning and detailed exploration.

Daily Start:

- **Period 1 (Every Day):** Advisory/Character/Study Skills class

This thoughtfully designed and balanced schedule ensures that ICA students maximize academic achievement with a well-rounded, rigorous education while benefiting from the structure and support necessary for academic success.

A proposed weekly schedule is shown below:

Table 13. Independence Classical Academy's Proposed Middle School Schedule

Middle School (6th – 8th) Modified Block Schedule				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
1	1	1	1	1
2	2	2	5	2
3		3		3
4	3	4	6	4
5		5		5
6	4	6	7	6
7		7		7

Non-Block Days Sample Schedule	
Time	**Sample Daily Schedule**
7:50 – 8:20 am	Period One - Advisory
8:25 – 9:20 am	Period Two
9:25 – 10:20 am	Period Three
10:25 – 11:20 am	Period Four
11:25 am – 12:20 pm	Period Five
12:25 – 1:10 pm	Lunch
1:15 – 2:10 pm	Period Six
2:15 – 3:10 pm	Period Seven
Block Days Sample Schedule	
7:50 – 8:15 am	Period 1 – Advisory
8:20 – 10:15 am	Period 2 or 5
10:20 – 10:30 am	Break
10:35 am – 12:30 pm	Period 3 or 6
12:35 – 1:10 pm	Lunch
1:15 – 3:10 pm	Period 4 or 7

The School envisions an environment where subject matter experts collaborate to create lessons and activities that maximize learning and facilitate cross-curricular connections inherent in Core Knowledge topics. As seen in the elementary schedule, common planning time will be crucial in developing a successful Core Knowledge program.

The Founding Principal and Faculty of ICA will further refine the proposed middle school schedule, determining the days for Block and Non-Block Scheduling and ensuring appropriate common planning time. This collaborative approach will support the development of a cohesive and effective Core Knowledge curriculum across all grade levels.

Character Education

At ICA, character development is a fundamental aspect of our educational approach. It is cultivated through a structured instruction program, consistent expectations, and reinforcement of the School's core values. ICA's CtF has identified and adopted these core values as reflected in the following Seven Foundation Stones.

Foundation Stones

As an Independence student, I will practice the following character qualities:

Respect: Showing consideration for others and their property; listening to and following instructions of those in authority; honoring others; following the Golden Rule; being courteous and polite.
Responsibility: Doing what we have said we will do; being accountable for our actions and consequences because we know right from wrong; being dependable and reliable; not making excuses or blaming others.
Citizenship: Using the rights and privileges one has as a member of the community to make that community a better place; being socially responsible; obeying the laws and rules; doing one's part for the common good; respecting authority; helping your community by volunteering service.
Self-Control: Being rational – acting out of reason, not anger; knowing the difference between what you have a right to do and what is right to do; being in control of yourself, not letting others influence your decision as to what is right or wrong; being disciplined; having power over what you do.
Integrity: Knowing the difference between right and wrong and having the courage to do what is right, even when it is not easy to do so; living up to the highest ethical standard; not compromising one's value; building and guarding your reputation.
Cooperation: Listening and paying attention to others, sharing and taking turns, doing a fair share of the work, acknowledging the contribution of others; serving others with patience and a positive attitude; working well with others.
Perseverance: Sticking to a purpose and never giving up on what one has to do; being determined to improve; being committed to justice; not leaving things unfinished; striving for excellence.

The School will choose diverse curriculum materials to support character education across all grade levels. School leadership will carefully select resources that align with, and best support, the core values they have identified.

Like the Liberty Common School model, ICA will tailor character education components to suit different age groups. Elementary students will focus on foundational traits such as respect, self-control, and responsibility. Middle and high school students will explore more complex characteristics like citizenship, integrity, cooperation, and perseverance. Core Knowledge naturally integrates character education by studying historical and literary figures.

ICA aims to instill core values within students rather than constantly monitoring behavior. The goal is for students to (1) understand the correct behavior, (2) discipline themselves to adhere to it, and (3) be trusted to comply in most situations. This will be achieved through a well-planned instruction sequence, reinforcement, and recognition of character growth for all students. The program will include weekly classroom lessons, school-wide behavior expectations, and discipline that reinforces

the taught character traits. All staff members will be trained in the language and behavior expectations of the school.

Additional programs will support school-wide character education implementation, such as hero projects, a Hall of Heroes, and announcements for a Hero of the Week to recognize historical figures exemplifying the explored character traits. ICA will also celebrate and reinforce character development through assemblies, service events, and classroom activities. Discipline will reflect the School's core values and support student character development.

ICA also offers parents opportunities to learn about character education and support their children's development. Teachers will be trained in effective lesson planning and classroom discipline solutions to create a positive learning environment. At ICA, character education is a fundamental part of the school culture.

Strong Character & Contributing Citizen

At ICA, character development is a cornerstone of our educational approach. Students receive lessons and opportunities to practice traits such as respect and responsibility. Classroom policies, administrative procedures, and board governance support this focus on character education, making it an integral part of our school culture. Our discipline policies align with our goals and uphold high expectations for student behavior. Teachers, parents, and administrators collaborate to support students in improving their behavior and achieving academic and behavioral goals.

Evaluating the Success of Character Education

ICA's mission to develop "contributing citizens" is achieved and measured through its character education program. The Principal is crucial in ensuring that all staff actively uphold and promote the School's dress, behavior, and character development standards.

Accountability for this program is assessed through multiple strategies. One effective method, inspired by another charter school, is the Foundation Stones Report. This attachment to the quarterly report card tracks student growth in character traits, which is particularly useful at the elementary level. As students study each new character trait, they receive marks for their growth and development in those traits, ensuring a focused and transparent evaluation. Traits not yet studied remain unmarked. While recognizing the subjective nature of these marks, ICA will work with teachers to ensure fair and consistent communication, utilizing data and guidelines from the character education curriculum. The Foundation Stones Report remains separate from the academic report card to avoid confusion, using numbers instead of grades for clarity.

At the middle school level, character development may be tracked on the report card with a Citizenship grade based on criteria developed explicitly for middle school students.

The School will establish baseline measurements for character in the first year, which will be assessed and reported at least twice a year (beginning and end). Annual goals will then be set based on the initial data. Potential measures include:

- Number of office referrals for minor offenses
- Number of student awards for character development (developed by the school)
- Average scores and growth on Foundation Stones Reports
- Ratings on Parent and Student Surveys
- Observations and administrator reviews for program evaluation

These measures ensure a comprehensive and transparent approach to evaluating and fostering character development at ICA.

Individual Academic Success

At ICA, we aim to provide a superior educational experience for every student. Our teaching model is inspired by E.D. Hirsch, Jr., founder of the Core Knowledge Foundation, who emphasized that:

> *"In the best classrooms, the social atmosphere was warm and supportive, but at the same time businesslike and focused on the job at hand…In the best classes, the teacher was respectful to the students but demanded good discipline as well as hard work."*

(E.D. Hirsch, Jr., The Schools We Need and Why We Don't Have Them).

ICA aligns with Liberty Common School and Heritage Heights Academy in upholding the leadership of teachers and recognizing each student's responsibility for their academic efforts. ICA attracts and retains teachers who create positive and engaging learning experiences through strategic recruitment, training, collaboration, and leadership. Our teachers work together to develop curriculum plans and coordinate activities within and across grade levels and subjects.

Instruction in core subjects is delivered within the homeroom, supplemented by small group support and individual tutoring as needed. The classroom teacher is responsible for differentiation, identifying special needs, and collaborating with the special education teacher to ensure all students receive the required support. Our classrooms foster learning environments that include direct instruction, skill development, hands-on projects, and clear accountability for learning. Lessons are designed to engage students, ensure mastery through effective review, and use frequent assessments to guide ongoing instruction.

Curriculum Plans

ICA understands the importance of well-documented curriculum plans to guide instruction. These plans define the Core Knowledge domains taught at each grade level and the sequence and pacing of topics. Teachers receive training to develop these plans, ensuring that:

- All Core Knowledge content is addressed.
- Knowledge builds coherently on previous learning.
- Consistency and communication are encouraged among the school community.
- The School, parents, and community have a transparent communication tool.

Sustaining Core Knowledge implementation is an ongoing effort. Successful schools revisit curriculum plans annually to refine instruction and incorporate updates to the Core Knowledge Sequence or supporting publications.

Effective Teaching

The successful implementation of the Core Knowledge curriculum relies on effective teaching, characterized by:

- Mastery of subject matter.
- High expectations for all students.
- Intentional support for language development.
- Use of assessments to inform instruction.

- Scaffolding and feedback to meet individual needs.
- Opportunities for applying knowledge using higher-order thinking skills.
- Practice of new learning, especially related to skills development.

ICA incorporates research-based instructional strategies that have proven successful at other Core Knowledge schools. We draw on techniques recommended in "Teach Like a Champion" by Doug Lemov and "Understanding by Design" by Grant Wiggins and Jay McTighe. ICA's school leaders will develop a system of instructional strategies that encompass these components and meet the needs of our student population.

Strong Leadership

Core Knowledge schools thrive under solid leadership. According to the Core Knowledge Foundation, influential leaders:

- Appoint a Core Knowledge Coordinator.
- Provide resources and support for the Coordinator's responsibilities.
- Ensure collaborative planning time within and across grade levels and subjects.
- Offer opportunities for coaching, modeling, and professional development.

ICA's Governing Board will select and develop school leaders committed to the Core Knowledge philosophy and capable of leading the School to achieve its Mission and Vision. With strategic planning, effective teaching, and strong leadership, ICA aims to successfully implement Core Knowledge and create an educational environment aligned with its philosophy and supporting research.

6(b) Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Overview

The academic accountability standards are embedded in our measurable annual achievement goals and are aligned with state accreditation indicators.

Evaluating Pupils

Assessing ICA's educational effectiveness is critical for continuous improvement at the individual student and School levels. Our comprehensive assessment approach includes multiple school-level formative and summative assessments to measure specific learning outcomes. Additionally, we will utilize the Colorado State standardized assessments, such as CMAS and PARCC for grades 3-8 in reading and mathematics, CMAS and CoAlt for Social Studies in grades 4 and 7, and Science in grades 5 and 8.

Statewide Assessment Program Participation

ICA will fully participate in the statewide assessment program and adhere to all requirements under the Colorado Assessment System, including federal and state-mandated assessments as directed by the District. We will administer the chosen state accountability system assessments following all required policies and procedures regarding test administration.

Monitoring Academic Growth

Beyond statewide assessments, ICA will regularly monitor academic growth at individual, cohort, and school-wide levels. We will utilize a standardized universal screener (e.g., AIMSweb Plus, STAR Assessment, NWEA) to monitor student progress. The screener will be selected based on the specific needs of our students.

If AIMSweb Plus is selected, students will be assessed thrice annually for universal screening and progress monitoring. The system will track at-risk students monthly, evaluate instructional strategies, set individualized goals, and report results to stakeholders.

If STAR Assessment is chosen, initial evaluations will be followed by regular assessments based on performance levels: monthly for above-grade-level students, bi-weekly for at-grade-level students, and weekly for below-grade-level students.

Compliance with the READ Act

ICA will comply with the Colorado Reading to Ensure Academic Development Act (READ Act) for early literacy development in grades K-3, especially for students at risk of not achieving reading proficiency by grade three, using recommended assessments like DIBELS Next, AIMSweb Plus, or STAR. With ongoing parent communication, a READ Plan will be developed and regularly updated for students with a Significant Reading Deficiency (SRD). The School's READ plan will be reviewed at least annually to update or revise, as appropriate, the student's progress in demonstrating reading competency.

Data Utilization

Teachers will use disaggregated data to inform instruction, identify improvement areas, and enhance curriculum delivery. The Data Team, comprising school administrators and instructors, will compile and analyze progress-monitoring data quarterly, meeting monthly to correlate instructional decisions and identify professional development needs.

Instructional Adjustments and Support

Based on data analysis, instructional focus calendars will be developed, guiding teachers to modify instruction, monitor student progress, and implement targeted activities. Grade-level/department meetings will facilitate collaboration to plan differentiated instruction.

Targeted Interventions

Teachers will use data to identify struggling students for targeted interventions, including Early Bird/After School tutoring, supplemental intervention programs, or support in reading, math, and science classrooms through academic coaching, lesson modeling, computerized intervention programs, and pull-out services, as needed. Advanced students will receive additional projects and assignments to reinforce mastery of benchmarks.

Ongoing Data Management

ICA will develop an internal data management system, such as a Data Wall, to visually track student progress. Teachers will receive progress information to guide them in lesson planning and individualizing instruction so that adjustments to individual, classroom, and school-wide instruction can be implemented accordingly.

Longitudinal Data Reporting

Annually, ICA will report longitudinal data to the Elizabeth School District and the Colorado Department of Education, including:

1. Pupil baseline from the first year.
2. Annual result comparisons with baseline scores.
3. Grade-level and school composite scores.
4. Year-to-year progress graphs.
5. School scores relative to state and national averages.
6. Sub-analyses to identify areas for improvement.

Student Information System

ICA will use the Student Information System (SIS) Infinite Campus to manage student data, ensure timely and accurate data entry, and provide parents with login credentials to monitor their child's progress.

Grading Philosophy and Report Cards

ICA is committed to transparent communication of student progress and achievement. Progress reports will be sent quarterly, and parents will be promptly informed if students do not demonstrate mastery. Report cards, presented at Parent-Teacher Conferences, will use standard letter grades (A-F), reflecting curriculum-based assessments. Teachers will record grades in an online system accessible to parents.

Through these comprehensive measures, ICA aims to ensure academic accountability and foster continuous improvement in student learning outcomes.

6(c) Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level.

Curriculum Overview

The curriculum at ICA will follow the Liberty Common School model of classical education. This approach emphasizes a rigorous, knowledge-rich education that fosters critical thinking, moral integrity, responsible citizenship, and a lifelong passion for learning.

Table 14. Core Curriculum Components

English Language Arts		
Grades	**Objectives**	**Measurements**
K-8	· Develop strong reading comprehension, fluency, and vocabulary. · Foster effective writing skills, including grammar, composition, and rhetoric. · Enhance critical thinking through literature analysis.	· Standardized tests (e.g., CMAS, PARCC). · Regular formative assessments (e.g., reading logs, essays, presentations). · Summative assessments (e.g., end-of-unit exams, standardized benchmarks).

9-12	· Develop advanced reading comprehension, critical analysis, and interpretive skills. · Foster excellence in writing, including essays, research papers, and creative works. · Enhance public speaking and rhetoric through structured debate and presentations.	· Standardized tests (e.g., SAT, ACT). · Formative assessments (e.g., reading journals, peer reviews). · Summative assessments (e.g., literary analysis essays, oral presentations).

Mathematics		
Grades	**Objectives**	**Measurements**
K-8	· Build a solid foundation in arithmetic, geometry, algebra, and data analysis. · Develop problem-solving and logical reasoning skills. · Prepare students for advanced mathematical studies.	· Standardized tests (e.g., CMAS, PARCC). · Formative assessments (e.g., quizzes, homework assignments). · Summative assessments (e.g., unit tests, math projects).
9-12	· Master core mathematical concepts, including Algebra I & II, Geometry, Trigonometry, Pre-Calculus, & Calculus. · Develop logical reasoning and problem-solving skills. · Prepare students for college-level mathematics and STEM fields.	· Standardized tests (e.g., SAT, ACT). · Formative assessments (e.g., quizzes, homework assignments). · Summative assessments (e.g., unit exams, math competitions).

Science		
Grades	**Objectives**	**Measurements**
K-8	· Promote scientific literacy and inquiry-based learning. · Cover fundamental concepts in physical, life, and earth sciences. · Encourage hands-on experimentation and observation.	· Standardized tests (e.g., CMAS for Science). · Formative assessments (e.g., lab reports, science journals). · Summative assessments (e.g., unit exams, science fair projects).
9-12	· Gain a deep understanding of scientific principles across Biology, Chemistry, Physics, and Environmental Science. · Conduct experiments and develop strong laboratory skills. · Apply scientific knowledge to real-world problems and innovations.	· Standardized tests (e.g., SAT Subject Tests, ACT). · Formative assessments (e.g., lab reports, science journals). · Summative assessments (e.g., end-of-course exams, science projects).

History and Social Studies		
Grades	**Objectives**	**Measurements**
K-8	· Provide a comprehensive understanding of world and American history. · Develop critical thinking and analytical skills through historical inquiry. · Promote civic awareness and responsibility.	· Standardized tests (e.g., CMAS for Social Studies). · Formative assessments (e.g., essays, class discussions). · Summative assessments (e.g., history projects, end-of-unit tests).
9-12	· Achieve a comprehensive understanding of U.S. History, World History, Government, and Economics. · Develop critical thinking and analytical skills by studying historical events and primary sources. · Foster civic responsibility and an understanding of global interconnections.	· Standardized tests (e.g., AP exams, SAT Subject Tests). · Formative assessments (e.g., essays, class discussions). · Summative assessments (e.g., research projects, end-of-term exams).

World Languages		
Grades	**Objectives**	**Measurements**
6-8	· Develop basic proficiency in a second language (e.g., Spanish, Latin). · Enhance cultural awareness and understanding. · Build foundational skills for advanced language studies.	· Formative assessments (e.g., vocabulary quizzes, oral presentations). · Summative assessments (e.g., written exams, language projects).
9-12	· Achieve proficiency in a chosen language (e.g., Spanish, Latin, or French). · Gain cultural awareness and appreciation of global diversity. · Develop communication skills essential for global citizenship.	· Standardized tests (e.g., AP exams, SAT Subject Tests). · Formative assessments (e.g., oral presentations, vocabulary quizzes). · Summative assessments (e.g., written exams, language projects).

Physical Education		
Grades	**Objectives**	**Measurements**
K-8	· Promote physical fitness and healthy lifestyles. · Develop teamwork and sportsmanship. · Teach fundamental skills in various sports and activities.	· Formative assessments (e.g., participation, skill checks). · Summative assessments (e.g., fitness tests, sport-specific evaluations).

9-12	· Promote physical fitness, health, and wellness. · Develop skills in various sports and physical activities. · Encourage lifelong habits of physical activity and well-being.	· Formative assessments (e.g., participation, skill checks). · Summative assessments (e.g., fitness tests, sport-specific evaluations).

Fine Arts		
Grades	**Objectives**	**Measurements**
K-8	· Foster creativity and appreciation for visual and performing arts. · Develop technical skills in various art forms (e.g., drawing, music). · Encourage self-expression and artistic exploration.	· Formative assessments (e.g., art projects, music performances). · Summative assessments (e.g., art portfolios, end-of-term recitals).
9-12	· Foster creativity and technical skills in visual and performing arts. · Encourage self-expression and artistic innovation. · Build an appreciation for artistic traditions and contemporary practices.	· Formative assessments (e.g., art projects, music performances). · Summative assessments (e.g., art portfolios, end-of-term recitals).

Curriculum Implementation

Our curriculum integrates classical education principles with contemporary best practices to emphasize mastery of content through:

- **Socratic Seminars**: Facilitating critical thinking and dialogue.
- **Project-Based Learning**: Encouraging hands-on, experiential learning.
- **Differentiated Instruction**: Tailoring teaching methods to meet diverse student needs.

Continuous Improvement

We regularly evaluate and refine our curriculum based on:

- Student performance data.
- Teacher feedback.
- Alignment with state and national standards.

Our curriculum aims to cultivate well-rounded, knowledgeable, capable students prepared for future academic challenges and responsible citizenship by adhering to these principles and practices.

6(d) Describe the district charter school's procedures for taking corrective action in the event that student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Procedures for Corrective Action on Student Performance

The ICA Governing Board holds ultimate responsibility for the academic success of our students, delegating the implementation of goals to the Principal while maintaining accountability for results. If ICA's performance falls short of specified targets, the CtF is confident that school leaders will access the needed support and interventions to ensure that ICA can make any required improvements.

School-Level Corrective Actions

At the school level, the Principal will use a thorough analysis of achievement and growth data to measure our performance against various benchmarks, including:

- **Local and State Comparisons:** NWEA MAP scores are used to measure against local schools and CMAS for statewide comparison.
- **Curriculum Benchmarks:** Utilizing Core Knowledge and Singapore Math to compare our progress with other high-performing schools nationwide.

If classroom-based formative assessments fall below board-identified standards, the Principal can:

- Collaborate with other Liberty Common model school principals to identify issues and implement successful instructional interventions.
- If low scores are identified in the tri-annual NWEA MAP Reading scores, diagnose and address program deficiencies in ELA through national collaboration.
- Conduct a school-wide curriculum and instructional model analysis if summative standardized assessments do not show adequate achievement and growth, targeting specific weak links.

In all cases, the Principal, faculty, and staff will develop targeted action plans with specific, measurable goals and outcomes.

Classroom-Level Corrective Actions

At the classroom level, the Principal will:

- Identify if specific teachers or staff are contributing to low performance.
- Provide additional support through targeted professional development, administrative or peer mentoring, and implement a Personnel Development Plan for remediation.

A student-achievement-based assessment plan, thoroughly documented and accounting for more than half of a teacher's evaluation, will guide retention decisions.

Additional Assessments

ICA may utilize additional reading skills assessments in the lower grades, such as AIMSweb Plus, STAR, and DIBELS, to ensure early identification and intervention for students needing extra support.

By adhering to these procedures, ICA commits to maintaining high standards and continuously improving student performance through strategic, data-driven interventions.

6(e) Describe the policies regarding student discipline, expulsion and suspension that are consistent with the intents and purposes of state and federal law.

ICA's Student Discipline Policy Overview

ICA emphasizes classical virtues both in and out of the classroom, establishing a high standard of behavior based on moral virtues and our School's mission. Our staff teaches discipline, ethics, and personal responsibility and exemplifies them, creating a solid foundation for students to emulate virtuous behavior seen in literature and history. This approach helps students take full responsibility for their actions and make morally sound decisions.

Our policies ensure a learning environment where all students can thrive without distractions. For effective learning, ICA maintains an orderly environment where socially acceptable behavior is expected. Disruptive behavior that hinders learning or infringes on others' rights is unacceptable. This positive environment supports students in becoming responsible citizens. Staff members act as role models, fostering open discussions about behavior and discipline between students, teachers, and parents. Significant time is dedicated to teaching, modeling, and reinforcing behavior expectations at the start of each term and throughout the year.

Parent-Student Handbook Compliance

ICA students must adhere to our Parent-Student Handbook, which outlines proper conduct and consequences for infractions. Progressive discipline ensures that minor infractions are addressed promptly by teachers or the Principal, creating learning opportunities and encouraging students to take responsibility and communicate incidents with their parents.

Progressive Discipline and Compliance with Legal Standards

A student's classroom teacher generally handles minor student infractions but may also involve the Principal. Anytime a student is required to see the Principal, a learning opportunity arises. If and when necessary, the interaction between the student and the Principal will be followed up with a phone call or written communication to the parents as soon as possible after the incident.

The Principal or faculty may assign consequences based on the offense's severity and pattern. Consequences include detentions, service, behavior plans, apologies, extra work, and activity restrictions. Severe issues prompt immediate parent conferences. Only the Principal or designee can issue major infractions involving suspensions or more severe consequences.

ICA's discipline policy adheres to federal and state laws, including the Colorado Revised Statutes (C.R.S. § 22-32-109.1), ensuring proportionate disciplinary interventions to reduce expulsions, out-of-school suspensions, and law enforcement referrals. The policy includes prevention, intervention, restorative justice, peer mediation, counseling, and other approaches to address misconduct, minimizing exposure to the criminal and juvenile justice system.

Major infractions may require immediate parent conferences before suspensions, during which follow-up actions are discussed. Discipline referrals and suspensions are part of a student's permanent record. Repeated infractions may result in restricted participation in school events or field trips.

Addressing Behavioral Challenges and Special Education Considerations

A child study team may create an action plan for students with behavioral challenges, with parents actively supporting this plan. Collaboration between parents, staff, and faculty ensures a safe and engaging learning environment.

ICA's policies ensure compliance with laws, regulations, and guidelines for special education students, involving appropriate team members and considering 504 Plans and IEPs. Due process is provided, including assessing whether the student's behavior manifests their special needs. Disciplinary records are maintained to track incidents involving minority, disabled, and at-risk students, ensuring equitable disciplinary measures.

Positive Behavioral Support (PBS) Philosophy

ICA employs a Positive Behavioral Support (PBS) approach to guide behavioral systems, aiming to reduce expulsions and suspensions. PBS involves proactive, educative, and reinforcement-based strategies to encourage positive behaviors. Individual behavior plans address the root causes of inappropriate behavior and are tailored to each student's social and emotional needs.

Formal Discipline Proceedings

The Principal or designee can assign suspensions at ICA. A parent conference is required before the student returns. Suspensions lasting more than ten days involve a formal hearing. Student confidentiality in disciplinary matters is strictly protected.

School officials will strictly protect student confidentiality in matters of discipline and take all reasonable measures to limit the dissemination of information on a need-to-know basis.

Expulsion Policies

Expulsions follow C.R.S. § 22-33-105(2)(a) and (b), offering due process hearings. Expulsions are mandatory for severe violations, such as possession of dangerous weapons, drugs, death threats, or acts equivalent to robbery or assault. ICA ensures compliance with District practices for coding suspensions and expulsions.

Conclusion

ICA's discipline policy supports our educational vision by promoting a safe and conducive learning environment. We aim to develop responsible, morally sound students through character education and PBS strategies.

6(f) Describe the plan for addressing the needs of students with special needs, including budget and staff requirements. The plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted students, and English language learners.

Program Administration and Overview

ICA is dedicated to providing an inclusive educational environment for all students, including at-risk students, students with disabilities, Gifted and Talented students, and Multilingual Learners. Collaborating closely with the District as our Local Education Agency (LEA), ICA ensures that special education programs and services are appropriately delivered to our students.

Key Roles and Responsibilities

- **Special Education Teacher**: Under the guidance of ICA's Principal, the Special Education Teacher will oversee the Special Education Program, the 504 Program, and Gifted and Talented services. This teacher will be part of the Response to Intervention (RTI), Multi-Disciplinary, and IEP teams.
- **MLL Teacher/Coordinator**: This individual, working under the Principal's direction, will manage the MLL identification, services, and on-site programs for educationally disadvantaged students.

Legal Compliance

ICA is committed to following all federal and state laws to provide all students with a Free and Appropriate Public Education (FAPE). We comply with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Americans with Disabilities Act (ADA), and all U.S. Department of Education Office of Civil Rights (OCR) mandates.

ICA will ensure that no otherwise eligible student will be denied enrollment based on their special education or disability status. ICA will also implement strategies to comply with the letter and spirit of any formal educational plans in place for incoming students with special needs.

If a student enrolls in ICA with more required services than ICA can provide, a designated ICA administrator, a District Special Education Administrator, the student, and the student's parents or guardians will meet. At the meeting, ICA's special education service delivery model will be discussed so the parent can decide to either revise the student's IEP once the student enrolls at ICA or seek services in a District school.

Budget and Staffing Requirements

ICA plans to employ a licensed and credentialed Special Education Teacher and purchase additional required special education services from the District, subject to annual negotiation. These services will be billed annually based on ICA's proportionate share of the District's special education program budget. ICA may also contract with certified providers for special education services as needed.

Conclusion

ICA's comprehensive plan for addressing the needs of students with special needs emphasizes collaboration, legal compliance, and individualized support. By implementing robust identification and intervention strategies, ICA is committed to ensuring that all students receive a high-quality, inclusive education that meets their unique needs and promotes academic success.

Educational Programs for At-Risk or Educationally Disadvantaged Students

ICA defines "at-risk" students as those who are not succeeding, academically or behaviorally, at grade level. Such students are identified through baseline screenings, teacher evaluations, and existing education plans.

Unexpected student performance is not always a function of academic or behavioral challenges. Students' social circumstances may not prepare them for success in school. Social factors such as attendance, food, and housing security are also considered, and necessary support, like supplemental food or wrap-around services, is provided.

ICA's Academic Support Team (AST) and classroom teachers will provide at-risk students with evidence-based interventions to support improved academic or behavioral performance.

Compliance with the Colorado READ Act

The Colorado Reading to Ensure Academic Development Act (READ) focuses on early literacy development for all students, especially those at risk of not achieving reading proficiency by grade three. ICA will assess K-3 students' literacy development using diagnostic, interim, and summative assessments. The AST will create and monitor READ plans for students with Significant Reading Deficiency (SRD), with regular updates provided to parents on their child's progress.

Students with Disabilities

ICA's Special Education Plan, guided by the Special Education Teacher and the Principal, aims to address the needs of students with disabilities comprehensively. The plan ensures compliance with federal and state regulations and provides a structured approach to identifying and meeting these students' learning needs.

Initial Referral Process

The referral process begins with a bridge meeting between the RtI team and the Special Education Team, which includes the parent or guardian, general education teachers, designated specialists, the special education teacher, a school psychologist, and a school administrator. The Special Education Teacher oversees the process, ensuring all timelines and paperwork adhere to federal and state standards. Initial evaluations will be comprehensive and include assessing all areas (e.g., cognitive, academic, behavioral, health and development, adaptive, and emotional assessments).

Assessment and Eligibility

The evaluation process starts with a prior written notice to the parent, followed by a review of RtI data and obtaining consent to evaluate. Referrals are supported by documented interventions under the RtI model, using data to identify strengths and weaknesses. The team reviews previous interventions, accommodations, and modifications before recommending further steps. A comprehensive plan is developed if an assessment involving various standardized assessments administered by licensed professionals is deemed necessary.

Upon a parent's request for a special education assessment, ICA will convene a meeting to review and discuss the request in light of student records, acquired data, and student performance to agree or deny the request. If ICA determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within fifteen days of the request.

IEP Development and Implementation

Following the initial evaluation, an MDT/IEP team meeting is convened to discuss results, determine eligibility, and outline special education instruction and services. The IEP team, which includes parents, teachers, and related service staff, meets annually to review and revise the IEP. Adjustments to the instructional program are made based on weekly progress monitoring.

A student receiving special education services must be reevaluated every three years and found re-eligible to continue receiving them or to be removed from special education according to team determinations.

Continuum of Services

ICA offers a continuum of services, beginning with the Least Restrictive Environment (LRE) and including Resource Room services. The LRE model integrates special education services with supplementary aids in the general education environment. More intensive services are provided in the Resource Room as needed.

Table 15. Continuum of Services

Less Restrictive	
Regular Education Classroom	Consult
	Consult with Accommodations
	Push In Special Education Teacher or Instructional Assistant Support with Accommodations
More Restrictive	
Resource Room	Combination of Push-in and Pull-out* The Special Education Teacher provides instruction in the general education classroom with accommodations and intensive interventions in the Resource Room with Modified instruction at the instructional level.
	Pull-out for all core subjects* The Special Education Teacher provides intensive interventions in the Resource Room with Modified instruction at the instructional level and Accommodations,
* The more time pulled out of the classroom into a resource room and the less time in the regular education setting, the more restrictive the environment.	

Compliance and Documentation

ICA adheres to IDEA and ADA provisions, ensuring FAPE for all students. Special education forms and documentation follow federal and state requirements. ICA participates in local and state quality assurance processes and maintains thorough records for compliance.

Progress monitoring by special education staff will be done weekly to determine the effectiveness of the instructional program. Adjustments to instructional programs will be made as student progress or lack thereof, is determined based on progress monitoring. Revisions to IEPs will occur as adjustments are needed to the student's academic program towards a more or less restrictive environment based on progress.

Staff and Budget Management

ICA manages its special education budget, personnel, programs, and services. The Special Education Teacher oversees the program, and all personnel providing related services meet required licensure and certification standards. ICA contracts with service providers as needed and ensures proper implementation of students' IEPs.

Professional Development and Collaboration

ICA provides ongoing staff development to support students with disabilities in accessing general education classrooms and curricula. General education teachers are informed about the content of students' IEPs. All ICA personnel necessary to provide a student with a disability with an FAPE must attend any staff development activities or District training.

Behavioral Support and Discipline

ICA implements a school-wide positive behavioral system for discipline. In cases of suspension of students with identified or suspected disabilities, a manifestation determination meeting is held to address behavioral issues and ensure appropriate interim educational settings.

Dispute Resolution and Legal Compliance

In the event of due process proceedings, ICA and the District will work together to resolve issues early. ICA is responsible for managing and defending its positions during litigation and for any compensatory services awarded due to non-compliance.

Six Principles of Special Education

ICA's special education program is focused on the following six principles:

1. **Free Appropriate Public Education (FAPE)**: Students with disabilities eligible for special education will be provided educational services at no cost to the family.
2. **Appropriate Evaluation**: Evaluations include relevant functional, developmental, and academic information from various sources and methods.
3. **Individualized Education Program (IEP)**: The IEP outlines related services the student will receive and is reviewed annually.
4. **Least Restrictive Environment (LRE)**: Students with disabilities are integrated with non-disabled peers as much as possible.
5. **Parent and Student Participation**: Parents and students actively participate in special education decision-making.
6. **Procedural Safeguards**: Ensures parents can enforce their child's right to FAPE.

Identifying and Meeting the Learning Needs - Response to Intervention (RtI) Process

Response to Intervention (RtI) at ICA aims to enhance the quality of education, evaluation, and eligibility determination for students facing academic and behavioral challenges. RtI achieves this by following a structured decision-making process that ensures comprehensive consideration of all relevant evaluation data in line with federal and state law.

To the maximum extent possible, students on all types of education plans or requiring other interventions or accommodations will be provided academic services alongside their grade-level peers in the classroom. ICA uses a multi-tiered system of support (MTSS) model to support students who are not performing academically.

RtI Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Tier 1 intervention occurs within the regular classroom setting, where students are evaluated continuously through classroom tests and quizzes. Teachers identify students who perform above or below standard cut scores. Those identified as "at-risk" or "above-average" receive supplemental instruction or learning extensions during the school day.

Tier 1 interventions typically last no longer than one quarter, with progress monitored through assignment grades, standardized assessments, report card comments, and parent conference notes. High-performing students from grade 3 onwards may be considered for Gifted and Talented programming and an Advanced Learning Plan (ALP).

RtI Tier 2: Targeted Interventions

Students not making adequate progress in Tier 1 receive more intensive, targeted instruction in Tier 2. This includes small-group or individual instruction, adjusted based on performance and progress rates. Teachers can modify the size of learning groups, frequency, duration of interventions, and the personnel involved. Progress is recorded in the designated Student Information System (SIS) area. The Academic Support Team (AST) and parents are notified when a student enters Tier 2.

RtI Tier 3: Intensive Interventions and Comprehensive Evaluation

Students requiring Tier 3 support receive individualized, intensive interventions targeting their skill deficits. These interventions include formal plans with evidence-based deficiencies, interventions, and goals. Students who do not make adequate progress are referred for a comprehensive evaluation and considered for special education services under IDEA 2004. All data from Tiers 1, 2, and 3 inform the eligibility decision. Progress monitoring is done through formal memoranda or specific SIS modules.

Behavior Management

Behavior is taught through a moral and caring lens. Positive behaviors are affirmed, while negative behaviors receive attention through age-appropriate interventions. Persistent negative behaviors may lead to a Tier 2 Behavior Plan, involving the AST and parents. Lack of improvement may escalate to a Tier 3 Behavior Plan, requiring a formal team and intensive interventions. Progress is monitored in the SIS.

Section 504 Plans

ICA complies with Section 504 of the ADA, providing accommodations for students with disabilities to access the general education environment. The 504 process aligns with the IEP process and includes input from parents, teachers, and the special education coordinator. Plans are reviewed and updated annually, with general education teachers responsible for implementing specified accommodations.

Conclusion

ICA's comprehensive plan for addressing the needs of students with special needs ensures that every student receives the support they require to succeed academically and behaviorally. This plan is grounded in continuous monitoring, evidence-based interventions, and a commitment to providing a Free Appropriate Public Education in the least restrictive environment.

Educational Programs for Gifted & Talented Students

Identification and Eligibility

ICA identifies gifted and talented students based on the criteria set by the Rules for the Administration of the Exceptional Children's Education Act (1 CCR 301-8, 2220-R-12.01). This includes students demonstrating exceptional intellectual, academic, creative, leadership, or artistic abilities. We use standardized tests, classroom assessments, and teacher observations to identify these students.

ICA employs alternative assessment procedures to ensure fair evaluation for students from diverse backgrounds or those with disabilities. Eligibility is determined based on the student's talents, cognitive abilities, or academic achievements. Once identified, each gifted student participates in at least 150 minutes of differentiated educational activities per week.

Advanced Learning Plan (ALP)

Upon identification, a multidisciplinary team (MDT) develops an Advanced Learning Plan (ALP) in a form based upon the Colorado Standards-Based ALP for each gifted student. This team includes parents, teachers, a school psychologist, and other relevant staff. The ALP outlines the student's performance levels, strengths, interests, and educational needs. It includes measurable goals, specialized instruction, and progress monitoring strategies.

Parents are vital partners in developing, reviewing, and revising the ALP. They provide valuable insights into their child's strengths, express concerns, and participate in discussions about the necessary instructional modifications and services.

Services and Instructional Strategies

ICA offers various services to meet the needs of gifted students, including:

- **Acceleration**: Enrichment activities include science and social studies fairs, music and art exhibits, academic competitions, mentoring, and career exploration.
- **Differentiation**: Curriculum compacting and content modifications to provide advanced learning opportunities.
- **Ability Grouping**: Specialized courses, social skills development, and counseling.

The gifted students' curriculum is enriched vertically and horizontally, allowing them to pursue advanced topics and extended learning opportunities beyond the classroom.

Implementation and Monitoring

The ALP is implemented immediately and shared with all relevant teachers. Each teacher is responsible for executing the ALP's provisions and monitoring the student's progress. Regular evaluations ensure the plan aligns with the student's evolving needs and achievements.

Conclusion

At ICA, our comprehensive plan ensures that every student, regardless of their unique needs, receives the support and resources necessary to succeed. Investing in specialized staff, personalized interventions, and continuous monitoring creates an inclusive environment where all students can achieve their highest potential.

Educational Programs for Multilingual Learners

Commitment to High Expectations

ICA is dedicated to supporting the educational needs of Multilingual Learners (MLLs) to ensure they reach high academic standards. Our plan includes hiring a teacher with a Culturally and Linguistically Diverse (CLD) endorsement, providing a stipend, and designating this teacher to coordinate Title III Programming and MLL services. This teacher will also offer professional development to classroom teachers and facilitate intensive instructional interventions, such as small group pull-outs.

Compliance with MLL Laws and Policies

ICA will adhere to the Rules for the Administration of the English Language Proficiency Act (1 CCR 301-10) and comply with all relevant federal and state laws. An "English language learner" is a

linguistically diverse student who needs language support to achieve grade-level content standards in English.

Identification of Multilingual Learners

Upon enrollment, ICA will identify students' primary language through a Home Language Survey (HLS). The process includes:

- Distributing the HLS to all enrolled students.
- Identifying students requiring language proficiency screening based on HLS responses.
- Collaborating with the district to obtain records of students previously tested with WIDA screener or WIDA ACCESS assessments.
- Administering the WIDA ACCESS screener to students without previous records within the first 30 days of school.

Assessment and Monitoring

In accordance with Title III of the Elementary and Secondary Education Act (ESEA), ICA will:

- Assess the students' English proficiency and notify parents/guardians within 30 days from the start of the school year.
- Test students enrolling after the start of the year within 10 days and notify parents/guardians within 15 days.

For students classified as Non-English or Limited English proficient, the following steps will be taken:

1. Classify students eligible for MLL services.
2. Prepare and send a Parent Notification Letter. If services are waived, a meeting will be held to ensure understanding, and the waiver will be documented.
3. Maintain individual student records, making them accessible to teachers.

Students will be evaluated using World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS) assessment, which provides an English Language Proficiency Level on a scale of 1-6. Teachers will use these scores to tailor instruction to each student's needs. Eligible students will receive MLL services until reevaluation determines they no longer require special instructional considerations.

Evidenced-Based MLL Program

ICA will implement a Content-Based Model for MLL instruction. This model aims to:

1. Help MLL students improve English comprehension, speaking, reading, and writing.
2. Enable students to maintain grade-level status.
3. Prepare students to meet graduation standards.

Sheltered Content-Based ESL Instruction

This integrated approach helps MLL students develop English language skills within content classes. Features of this model include:

- Instruction conducted in English, with the primary language used for clarification when possible.
- English taught through reading, language arts, math, science, and social studies.
- A vital English language development component in every lesson.
- A structured, supportive environment for language acquisition.

Progress Monitoring and Retention Policies

ICA will regularly monitor MLL students' progress using data-driven methods. Reassessment will occur annually to ensure proficiency in English and academic success. The Principal will oversee policy adherence, ensuring MLL students are not retained solely due to language barriers. If retention is considered, carefully evaluating available services and options will precede the decision, with necessary adjustments to avoid retention.

Reassessment and Reclassification

MLL students will be reassessed annually with the WIDA test. Based on achieving scores that indicate fluency, they will be reclassified to Fluent English Proficient (FEP). Reclassified students will be monitored for at least two years to ensure continued academic success. If additional support is needed, a meeting with parents/guardians will determine the best course of action.

Adherence to Federal Law

ICA will comply with all federal laws related to Limited English Proficiency students, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.

Targeted Interventions

Based on frequent assessment results, ICA will implement individual, classroom, and school-wide intervention programs, including:

- Tutoring
- Small group instruction
- Supplemental intervention programs
- Referrals to the RtI Leadership Team
- Pull-out services as needed

By following this comprehensive plan, ICA will ensure that Multilingual Learners receive the support they need to achieve academic success and meet high educational standards.

Exit Procedures

ICA will administer the WIDA each spring to all current MLL students to measure proficiency and gains in reading, writing, listening, and speaking as follows:

- Student must be assessed with WIDA on grade level;
- Student must score at or above the Proficient Level on WIDA Aural/Oral; and
- Student must score at or above the Proficient Level on WIDA Writing.

6(g) Describe the manner in which the district charter school will collect and use longitudinal assessment data in determining and improving the academic progress achieved by district charter school students.

Strategic Data Collection and Analysis

ICA is committed to using longitudinal assessment data to monitor and improve student academic progress. Our systematic and evidence-based approach ensures that each student's learning journey is carefully monitored and supported. Here's how we leverage data to drive academic success:

- **Establishing a Baseline**: In the initial year, we will establish a baseline for each student based on their initial test results. This foundational data will serve as the benchmark for measuring future progress.
- **Annual Progress Monitoring**: We will compare current assessment results with the established baseline. This comparison allows us to gauge student growth and academic advancement each year accurately.
- **Composite Scores**: To gain a holistic view of performance, we will calculate and analyze grade-level and school-wide composite scores. These scores will aggregate individual results to reflect overall academic health.
- **Visual Data Representation**: We will visually present annual data through graphs, highlighting year-to-year changes. Additionally, we will compare our School's scores to state and national averages to provide context for our performance.
- **Detailed Sub-Analysis**: Our analysis will include detailed sub-analyses of various factors, identifying areas where improvement is needed. This granular approach helps us target and address particular academic challenges effectively.
- **Utilizing External Data**: To enrich our analysis, we will integrate additional data from the Colorado Department of Education (CDE) and the Northwest Evaluation Association (NWEA). This external data provides broader insights into student progress and educational trends.
- **External Evaluations**: When necessary, we may enlist external organizations, such as Alpine Assessments, for specialized evaluations. These external insights will further refine our understanding and strategies.

Targeted Interventions for Academic Excellence

Based on the insights gained from our data analysis, ICA will implement targeted interventions tailored to meet the needs of students at individual, classroom, and school-wide levels. Administrators and teachers will collaborate to identify students needing additional support and provide interventions, including:

- **Tutoring**: We will offer one-on-one or small group tutoring sessions to address specific academic needs and support individualized learning.
- **Small Group Instruction**: Focused instruction in smaller groups will provide personalized attention, enhancing student engagement and understanding.
- **Supplemental Programs**: We will introduce additional reading, math, and science instructional programs to reinforce core subjects and support academic growth.
- **Referral to RtI Leadership Team**: Students requiring further assistance will be referred to the Response to Intervention (RtI) Leadership Team for additional assessment and tailored support planning.
- **Pull-Out Services**: Specialized pull-out sessions will be available for intensive, individualized instruction as needed, ensuring each student receives the necessary support.

By rigorously analyzing longitudinal data and implementing these targeted interventions, ICA is dedicated to promoting academic excellence and preparing our students for future success. This approach is integral to fostering our rigorous and classical education model, emphasizing a thorough and personalized educational experience.

LBD-R Item 7: Criteria for Enrollment Decisions

7(a) Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.

Open and Non-Discriminatory Enrollment

Independence Classical Academy is committed to a fair and inclusive enrollment policy, as state and federal laws require. Our goal is to provide equal educational opportunities to all students and ensure a diverse and vibrant student body.

The School has a non-discriminatory, open admissions policy for students in grades K-12 who would qualify to attend a traditional public school in Colorado. ICA will strive to recruit students so that the School's demographic profile resembles the District's. ICA will not discriminate in its admissions policy based on disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry, or need for special education services.

Enrollment Criteria and Priorities

Admission to ICA will be determined in the following equitable and transparent manner:

- **Baseline Enrollment**: Students currently enrolled at ICA will automatically be granted re-enrollment the following year, with placement determined by promotion, retention, and acceleration policies. Students must complete an Intent to Continue Enrollment form before January 10th of each year.
- **Sibling Priority**: Siblings of currently enrolled students who wish to be enrolled at ICA will be automatically granted enrollment into available openings at the appropriate grade level.
- **Special Preferences**: Up to 20% of students may be enrolled based on the following preferences:
  - Family members of ICA's founding members,
  - Children of teachers and staff of ICA.
- **District Students**: Students residing within the Elizabeth School District will have priority for enrollment. ICA will first offer open seats to District students. If seats remain unfilled, non-district students will be considered. A lottery will determine admissions for non-district students if there are more applicants than available seats.

Lottery Process

If the number of applicants exceeds available seats, ICA will conduct a lottery to ensure a fair selection process:

- **Lottery Timing**: The lottery will be managed by a third-party entity and conducted on or before March 1 each year. All enrollment forms received by February 28 will be included.
- **Lottery Procedure**: Applicants will receive a randomly assigned lottery number for the upcoming academic year only. Enrollment vacancies will be filled based on these numbers, starting with the highest grade for which there are one or more vacancies. Based on the priority designations described above, they will continue in descending order until all vacancies are filled.
- **Notification and Acceptance**: Families whose children are selected will be notified by email on the lottery day. A follow-up phone call will be made if no response is received within 72 hours. Enrollment must be confirmed within 72 hours of the offer. Families are responsible for keeping their contact information up-to-date and ensuring they can be reached.
- **Waitlist Management**: A lottery-generated waitlist will be maintained for the year. Lottery numbers are valid for one lottery cycle only. If a family declines an offer or does not respond within the specified time, the child will be removed from the waitlist. Future participation in the lottery will require a new Intent to Enroll form.

Special Considerations

- **Severe Disabilities**: If a child with a severe disability is selected, ICA and the District will collaborate to ensure the child's needs are appropriately met, which may involve attending a district school if necessary.
- **Kindergarten and Transfers**: Kindergarten students who are offered a spot but would benefit from delaying enrollment will have a reserved spot for the following year. After being accepted through the lottery, students transferring from other district schools to ICA will be permitted to transfer.

Compliance and Community Reflection

ICA adheres to all relevant federal and state laws prohibiting discrimination. We strive to ensure our student population reflects the community we serve, embracing diversity and inclusivity in every aspect of our enrollment process.

By following these policies, ICA aims to foster an equitable educational environment that reflects our community's values.

LBD-R Item 8: Governance and Decision Making

8(a) Describe the governing body, including a detailed description of the relationship between the district charter school and the school district.

Independence Classical Academy is a Colorado non-profit corporation that adheres to the Colorado Nonprofit Corporation Act. Our governing body reflects the principles of classical education, emphasizing virtue, wisdom, and civic responsibility.

The Articles of Incorporation can be found in **Attachment E**.

The following is a detailed overview of our governance structure and our Board's proposed relationship with the school district:

Governing Body Composition

The ICA Board of Directors will ultimately consist of five to seven members, each serving either a three-, four-, or five-year term with eligibility for two consecutive terms. This structure ensures continuity and stability, mirroring the classical education focus on long-term goals and steady progress.

The Bylaws state the Board will endeavor to maintain a membership that will be composed of (a) an active or retired licensed educator; (b) one member with experience in accounting or finance; and (c) one member with experience in law or human resources. This diverse composition ensures a broad spectrum of insights and expertise, fostering a well-rounded governance approach aligned with our educational philosophy.

The CtF consists of the following individuals who have participated in the planning, development, and community outreach leading to this charter application. As outlined in the Bylaws, the Committee to Form will transition to be the initial Board of Directors of ICA:

Table 16. Board Member Roster

Board Member	Professional Experience
Candy Putch	Candy Putch has been a dedicated resident of the Elizabeth area in Colorado since she and her family moved there in 1995. Now retired, Candy's career in education spanned numerous roles in Elbert County, demonstrating her unwavering commitment to the field. She has extensive experience in substitute teaching within the Elizabeth School District, spent a decade teaching elementary students at Elbert School, and completed practicum hours at Singing Hills Elementary School as part of CU Denver's Principal Licensure Program. She is a dedicated Board Member and proposed Chair of Independence Classical Academy. Candy and her husband have been married for 40 years. They have two grown daughters, both proud graduates of Elizabeth High School, and two beloved grandchildren. Candy's love for her community and her passion for education are evident in her work and dedication. Believing that every child deserves the highest quality education to reach their fullest potential, Candy is thrilled to support and participate in bringing the classical school model to her community. Her enthusiasm for this educational approach aligns with her commitment to excellence and her desire to offer a top-tier educational choice for families in the area.
Crisy Howell	Crisy Howell, a Colorado native, grew up in rural Arvada and the mountains of Boulder County. She met and married her husband Bill 33 years ago, and they have raised four children together. For nearly 30 years, Crisy has been deeply involved in the schools her children have attended, with two currently studying at Elizabeth High School. She is a dedicated Board Member and proposed Secretary for Independence Classical Academy. Crisy and Bill are successful business owners, and Crisy's dedication extends beyond their business to her significant contributions to building and maintaining multiple non-profit organizations. Her passion for the youth in her community is unwavering, and she firmly believes that all children can achieve greatness. Crisy's long-standing involvement in education and commitment to empowering young people reflect her philosophy and dedication to fostering a supportive and enriching environment for all students.
Ken Madsen	Ken Madsen and his family relocated from Florida to Elizabeth, Colorado in 2022. With over 35 years of experience in senior roles within the financial services industry, Ken brings a wealth of knowledge and expertise to his community. He holds a Bachelor of Arts degree in Economics from the University of Michigan. Ken actively contributes to the Elizabeth School District by serving on the Finance Advisory Council. He is also a dedicated Board Member and proposed Treasurer for Independence Classical Academy. In his free time, Ken enjoys working on his micro-farm, gardening, hiking, playing with his dogs, watching college football, and spending quality time with his family. Ken's daughter is attending Elizabeth School District, further cementing his commitment to the local educational community.

Board Member	Professional Experience
Jonathan Berg	Jonathan Berg is a mission-driven collaborator and advocate for empowering schools to build strong teams and was previously honored with a Lifetime Achievement Award from the Colorado League of Charter Schools. As the founder and CEO of the five-school James Irwin Charter Schools network in Colorado Springs, Berg has significantly contributed to the charter school movement. Berg began his educational career at the age of 51, transitioning from a fulfilling role at The Navigators, a Colorado Springs-based Christian organization, to addressing the academic needs of his children. In 2000, he helped establish James Irwin High School, a college-prep public charter school authorized by Harrison School District 2, where he served as principal. This was followed by creating a charter middle school in 2002, which pioneered single-sex classrooms to equalize learning, and an elementary school in 2005. In 2007, Berg became CEO of the James Irwin Charter Schools organization. The network with the addition of James Irwin Charter Academy in 2013 and Power Technical Early College in 2016. The network serves about 2,100 students, remaining committed to fostering honesty, integrity, respect, responsibility, and academic excellence.
Shelly Manning	Shelly Manning is a third-generation Coloradan with a strong background in education. She studied Elementary Education and Special Education and has experience teaching in both Colorado and New York. Having moved to the Independence Community about a year ago, Shelly is deeply involved in local activities and is a regular attendee of school board meetings and community growth discussions. With a passion for foundational education, Shelly believes in the importance of a strong, basic education, which aligns perfectly with the mission of Independence Classical Academy. She is committed to supporting ICA's efforts to provide a high-quality, classical education that reflects her personal values and dedication to community involvement.

Board Operations and Responsibilities

The Board meets regularly, maintaining a quorum with a majority of members present. Our bylaws emphasize active participation, cooperation between administration, faculty, and the board, and seeking input from students, parents, and community members. The ICA Board is responsible for evaluating the Principal's performance, establishing annual budgets, adopting financial policies and procedures, setting human resources policies, and selecting the School's legal counsel.

- **Staggered Terms**: To maintain stability, the founding directors have staggered terms with initial two- and four-year terms randomly assigned at the first official board meeting.
- **Vacancy Procedures**: The Board promptly fills vacancies, ensuring continuous effective governance. Existing board members select new directors.

The ICA Board is responsible for evaluating the Principal's performance, establishing annual budgets, adopting financial policies and procedures, setting human resources policies, and select the School's legal counsel.

Officer Roles

The officers include a chair, vice-chair (optional), secretary, and treasurer, all serving one-year terms with the possibility of consecutive terms. The Board will elect and appoint all officers at the board's annual meeting. Their responsibilities are clearly defined:

- **Chair**: Presides over meetings and signs official documents.
- **Vice Chair**: Acts in the chair's absence.
- **Secretary**: Maintains meeting minutes and provides legal notices.
- **Treasurer**: Manages financial oversight and safeguarding of assets.

Principal and Administrative Structure

The school principal, hired by the Board, manages daily operations and is the primary liaison with the District's administrative staff. The Principal's duties include:

- Responsible for student achievement and setting the tone and culture of ICA.
- Overseeing faculty and staff.
- Implementing the curriculum and instructional procedures.
- Reporting to the Board on operations and finances.

The Principal embodies the classical education ideals by fostering a culture of excellence and continuous improvement.

Relationship with the School District

ICA's relationship with the District is collaborative and transparent. The board chair liaises with the District's Board of Education, aligning district policies and regulations. This partnership is foundational to our success, reflecting the classical principle of harmonious and purposeful relationships.

The members of the CtF have already demonstrated their capacity for proactive communication through this application process. Before the application process, members of the CtF met with District leaders to consult on the proposed nature and location of the charter school. ICA intends to continue to work with the District throughout its establishment and opening of ICA.

Community Involvement

Community involvement is integral to ICA's governance. The School Accountability Committee ensures all community voices are heard, reinforcing our commitment to civic virtue and public service. The board actively engages with parents, educators, and local professionals, creating a robust support network for our students.

The CtF members have diligently worked to establish a strong community outreach program. The CtF has held several parent interest meetings, established a website and Facebook page, and is contacting local organizations to obtain community partner support letters. ICA will maintain effective communication with the community throughout its establishment and seek to engage local community organizations.

Commitment to Classical Education

ICA's governance model is deeply rooted in the principles of classical education. We prioritize stability, continuity, and community involvement, ensuring our students receive a well-rounded, virtuous education. By maintaining consistent policies and procedures, we strive for excellence in all aspects of school operations, reflecting our mission to develop knowledgeable, wise, and virtuous citizens.

In summary, ICA's governance structure is designed to support our classical education mission through effective leadership, community involvement, and a strong partnership with the local school district. Our commitment to these principles ensures that ICA remains a pillar of excellence and integrity in education.

8(b) Consistent with state law, describe the types and extent of parental, professional educator, and community involvement in the governance and operation of the district charter school. Provide information on how the district charter school will be accountable to the public.

Independence Classical Academy is deeply committed to involving parents, professional educators, and the community in the School's governance and operation, ensuring accountability and transparency.

Board of Directors and Community Representation

ICA's governance is structured to include significant parental and community involvement. The ICA Board of Directors, as mandated by the School's Bylaws, includes parents of enrolled students, licensed educators, and community professionals with relevant expertise. This diverse composition ensures the Board has the knowledge and experience needed for effective governance.

Parent Teacher Organization and School Accountability Committee

The ICA Board will actively support the development of a Parent Teacher Organization (PTO) and a School Accountability Committee (SAC). These bodies will provide crucial input into school operations and ensure parents and community members have a strong voice in ICA's governance.

Parental Involvement

Parental involvement is a cornerstone of ICA's mission. The School encourages parents to participate actively through volunteer opportunities and maintains a robust communication plan to keep parents informed. This includes:

- **E-mail Newsletters**: Sent at least twice per quarter to update parents on school events and highlights.
- **School Website**: A comprehensive resource featuring information on ICA's mission, curriculum, schedules, board meetings, uniform policies, news, and more.
- **Governing Board Meetings**: These are open to the public, held at least every month, and live-streamed to facilitate remote attendance. Meeting notices, agendas, and minutes are accessible on the website.

School Accountability Committee (SAC)

The SAC, consisting of parents, students, staff, community members, and at least one Board member, has a pivotal role in advancing ICA's educational program. Responsibilities include:

- Implementing parent engagement policies
- Advising the Principal on school spending and improvement plans
- Providing input on the Principal's evaluation and development plans.

The SAC meets quarterly, sharing plans and school improvement data with the Governing Board.

Unified Improvement Plan (UIP)

In collaboration with the Principal, the SAC prepares an annual Unified Improvement Plan (UIP) by October 15th each year, as required by the Colorado Education Accountability Act of 2009.

ICA will use the Focus-Evaluate-Plan-Implement cycle illustrated below to approach improvement planning.

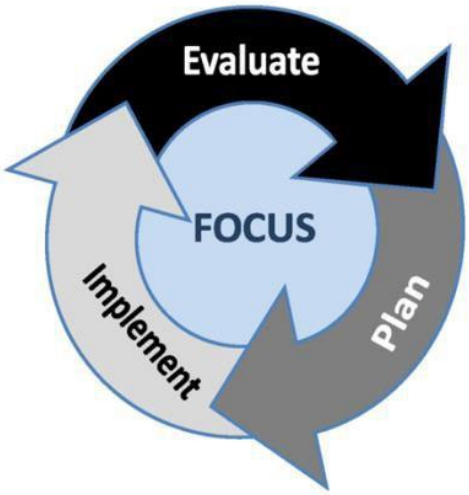


Figure 7. Continuous Improvement Cycle

The cycle concentrates on:

- Focusing attention on pertinent performance indicators;
- Evaluating performance by gathering, analyzing, and interpreting assessment data;
- Planning improvement strategies based on data analysis; and
- Implementing planned improvement strategies and measuring their effectiveness.

The UIP also includes stakeholder input from satisfaction surveys conducted in the spring.

Public Accountability

ICA ensures transparency through the following regular reporting procedures:

- An annual calendar of board meetings is published each July and posted on the school website.
- Meeting notices are posted conspicuously at ICA at least 24 hours before.
- Meetings are broadcast online to encourage participation, with remote attendance and voting permitted for board members.
- Minutes of each meeting are recorded, approved, and posted on the school website.
- The Governing Board will present updates to the District Board of Education as requested.

ICA is committed to engaging the community, ensuring accountability, and maintaining a transparent and effective governance structure.

The Board's proposed Meeting Schedule can be found in **Attachment F**.

8(c) Describe expectations and plans for ongoing parent and community involvement.

At ICA, we value parent and community involvement highly, recognizing it as essential for fostering a vibrant and effective educational environment. Here are our expectations and plans to ensure continuous and meaningful engagement.

Integral Role of Parent Volunteers

1. **Crucial Participation**: Parents are considered vital contributors to ICA. Their involvement is welcomed and deemed essential to achieving high-quality teaching and a comprehensive curriculum each year. We believe that active parental engagement enriches the educational experience for all students.
2. **Classroom Dynamics**: The primary responsibility for the classroom and student learning lies with the teacher, who sets the tone through their unique teaching style. This includes the delivery of the educational program and classroom management. Parent volunteers support the teacher's efforts, adhering to the established classroom environment and instructional methods.
3. **Grievance Procedures**: Any concerns or grievances a parent may have regarding classroom issues or teacher interactions will be addressed through the School's defined procedures. Maintaining a respectful and orderly process for resolving any problems that may arise is essential.
4. **Professional Conduct**: Under no circumstances should a parent or volunteer confront a teacher about an issue in the classroom or any other part of the school when students are present. Maintaining a professional and supportive atmosphere is paramount.

Encouraging Broad Community Engagement

ICA encourages every adult – parents, stepparents, grandparents, aunts, and uncles – to take an active interest in the students' lives. We believe a community united in its commitment to education can act as mentors, tutors, and role models, instilling a love of learning in every student.

Training and Support for Volunteers

Parents and community members may receive specific training in areas of interest to enhance their ability to contribute effectively. This training ensures that volunteers are well-prepared and can offer the most efficient and meaningful support.

Creating a Supportive Learning Environment

Our goal is to establish a learning environment that best serves our students. By integrating parent and community involvement into the fabric of ICA, we aim to create a collaborative and supportive atmosphere where students can thrive academically and personally.

Through these plans and expectations, ICA demonstrates its commitment to fostering a strong partnership between the School, parents, and the broader community, ensuring that everyone plays a role in our students' educational success.

8(d) Provide draft bylaws for the district charter school.

Overview of Powers and Duties

The policies, procedures, powers, and duties by which the Board of Directors will operate are detailed in the Bylaws. Key powers and responsibilities include:

- **Policy Establishment**: Set and approve all significant educational and operational policies.
- **Budget and Financial Plan**: Develop and approve the annual budget and financial plans.
- **Contract Approvals**: Approve management, operational, and service contracts.
- **Operational Oversight**: Exercise continual oversight of the School's operations.
- **Financial Audits**: Select an independent accountant for the annual audit and review the audit report.
- **Administrator Oversight**: Hire and supervise an administrator to oversee daily operations.

Governance and Expertise

ICA's Bylaws ensure that the Board of Directors will have the knowledge, training, and experience to govern effectively. The Bylaws mandate procedures to ensure compliance with applicable laws and best practices and provide governance structures to support efficient operations.

Committees

The Bylaws provide for the opportunity to form several committees:

- **School Accountability Committee**: Required under C.R.S. §22-11-401
- **Governance Committee**
- **Finance Committee**
- **Advisory Committee**

Additional committees may be designated to support the Board's functions and responsibilities.

Meeting Procedures

Board meetings will be held at least monthly, with notices, agendas, and procedures compliant with the Colorado Open Meeting Law. Meeting minutes and Board records will be maintained and made publicly available.

Term Limits and Vacancy Procedures

Board members are limited to two five-year terms. When vacancies occur, the Vacancy Committee actively seeks qualified candidates, advertises them to the school community, and ensures a diverse and representative Board membership.

Conflict of Interest Policy

ICA's Conflict of Interest Policy ensures transparency and integrity in Board operations. All board members are thoroughly vetted to ensure no financial or other conflicts of interest may prejudice or preclude their membership on the Board. ICA's stringent conflict-of-interest policy requires all board

members to disclose potential and actual conflicts, and affected Board members must recuse themselves from related discussions and actions.

The Board retains independent legal counsel to ensure decisions are made in ICA's best interest. This policy supplements applicable state and federal laws governing conflicts of interest for nonprofit and charitable organizations.

Conclusion

These draft Bylaws for ICA ensure robust governance, active community involvement, and a commitment to transparency and accountability, aligning with the principles of classical education espoused by Liberty Common School.

The Governing Board's Bylaws can be found in **Attachment G**, while the Governing Board's Conflict-of-Interest Policy can be found in **Attachment H**.

LBD-R Item 9: Employment Plan and Practices

9(a) Describe the employment practices of the district charter school including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relations problems, and the relationship that will exist between the district charter school and its employees.

The Governing Board of ICA adheres to principles of dignity and respect for all individuals and their work. Recognizing the importance of diversity, ICA is committed to providing equal opportunity in the recruitment, selection, promotion, and dismissal of all personnel. This commitment extends to all individuals, regardless of disability, race, creed, color, sex, sexual orientation, marital status, national origin, religion, ancestry, age, genetic information, or conditions related to pregnancy or childbirth. ICA's policy prohibits unlawful discrimination in any area of employment, including job advertising, recruitment, compensation, benefits, job classifications, promotion, and termination.

(1) Description of the qualifications for licensed and classified employees

ICA seeks highly qualified candidates for administrative and teaching positions. The Board will utilize national and local advertising, such as Education Week, to build a database of qualified candidates who meet all state and local school district standards. The screening process involves a team of professionals, including board members, identifying the best candidates for the School's mission.

All candidates will be considered based on their merits, qualifications, and the needs of ICA. Minimum qualifications for administrative positions include:

- Extensive administrative and teaching experience (preferably in a charter school setting)
- Experience working with school or educational advisory boards
- Strong managerial capabilities
- Knowledge of the needs of diverse student populations
- Positive evaluations from previous positions
- Letters of recommendation
- Excellent communication skills

Candidates will be evaluated based on their training, experience, skill, competence, and the nature of the position. Background checks with the Colorado Department of Education and previous employers will be conducted in compliance with state law and the Fair Credit Reporting Act (FCRA).

(2) Employee compensation schedule

ICA recognizes the importance of offering competitive compensation packages to its employees. While ICA does not align its salary schedule with other schools or districts, it negotiates a mutually agreeable compensation package with each employee based on comparable salary information, job responsibilities, experience, performance, and budget constraints. Additional salary may be provided for teachers with extended duties or specialized assignments. ICA focuses on teacher retention and employee satisfaction by offering competitive wages and benefits.

A sample draft of the proposed Employee Handbook, found in **Attachment I**, abides by Colorado State and Federal laws and includes topics such as medical insurance, paid time off, retirement, educational assistance, dress code, rules of conduct, harassment, child abuse and neglect, Family Medical Leave Act, and policies on drug and alcohol use, electronics use, school relationships, computer and internet use, social media use, criminal activity, emergency procedures, mission, vision, goals, teacher evaluations, schedules, and standards of professionalism.

(3) Recruitment and selection procedures

Overview

ICA is dedicated to fully implementing the Core Knowledge Sequence. To achieve this, ICA aims to attract and retain highly qualified teachers committed to this curriculum.

The Principal of ICA will establish and maintain a comprehensive recruitment program to attract, hire, develop, and retain the best possible personnel. All employees must commit to ICA's mission, philosophy, and educational approach in their interactions with students, parents, and colleagues.

With support from other administrators, the Principal will assess ICA's personnel needs and identify suitable candidates for open positions. This search will encompass a diverse range of educational institutions and geographical areas, emphasizing the importance of a staff that reflects the diverse characteristics of ICA and its student body.

Active Recruitment

To find and engage the most qualified candidates, the Principal will attend recruitment events, conduct interviews, and evaluate each candidate's alignment with ICA's mission and vision. Prospective teachers will demonstrate their teaching proficiency through lesson plans, video samples, and successful face-to-face interviews.

Interview Process

The recruitment and selection process will include multiple rounds of interviews to assess candidates' alignment with ICA's core values and instructional philosophy. This process will involve:

1. **Application Submission**: Candidates submit their applications for review.
2. **Phone Interview**: An initial screening interview conducted over the phone.
3. **In-Person Interview and Sample Teaching**: Candidates will deliver a sample lesson, receive feedback, and reteach a portion. This stage assesses both technical capacity and growth mindset.
4. **Reference Check**: A thorough check of candidates' professional references.

All teaching candidates will deliver a sample lesson, undergo evidence-based reflection, receive coaching, and engage in live practice. This process ensures candidates experience the coaching and feedback culture at ICA. A clear outline of the hiring process will be communicated upfront, emphasizing previously identified competencies.

Mentoring

Teachers at successful Core Knowledge schools collaborate closely on curriculum planning, lesson design, activities, and special events. This teamwork is essential to enriching and enhancing the students' learning experiences, ensuring a cohesive and integrated approach to education.

Experienced teachers will be invited to serve as mentors, receiving specialized training and support to ensure a high-quality experience for new educators. New teachers will be partnered with experienced teachers for mentoring.

Mentor teams will regularly meet, individually or in groups, to address common challenges and areas of interest for new teachers. The Principal will oversee this mentoring program, including assigning mentors, providing necessary resources, and fostering the development of new mentors.

Observation and Feedback

The Principal will regularly observe all employees using both formal and informal methods. Formal observations may include pre-observation conferences and post-observation feedback sessions. First- and second-year teachers will have at least two formal observations annually, while all teachers will have at least one formal observation annually.

Evaluation of Faculty

- **Principal Evaluation**: The Board of Directors will evaluate the Principal twice a year (mid-year and end-of-year) or at least once annually. This process includes setting personal and professional goals, documenting progress, and recognizing exemplary performance or addressing concerns.
- **Teacher and Staff Evaluation**: The Principal will conduct annual evaluations of all teachers and staff. This includes developing professional development plans and setting goals aligned with ICA's mission. The Principal will facilitate best practices in teacher development, such as incorporating Colorado Teaching Standards into the review process and establishing procedures for peer and coaching observations.

Employees can submit written objections to observations or review findings within one week of receipt. These objections will be attached to the evaluation and maintained in the employee's personnel file.

Conclusion

ICA's recruitment, mentoring, and evaluation practices ensure a high-quality, committed, and consistent staff. These procedures, aligned with the principles of classical education, support the School's mission and contribute to a thriving educational environment for students and staff.

(4) Plan for resolving employee relation problems

At ICA, we are committed to resolving employee relations issues promptly, fairly, and informally. Our approach emphasizes open communication and equitable treatment. Here is our two-step process for addressing employment concerns:

1. **Initial Discussion:** Employees who feel mistreated should first address the issue directly with their Principal or supervisor. This initial discussion aims to clarify the problem and seek an immediate resolution.
2. **Formal Submission:** If the issue remains unresolved after discussing it with the Principal or supervisor, employees should submit a written statement of their concerns to ICA's Governing Board or its designated representative. The decision made by the Board or its designee is final.

ICA ensures that all investigations into concerns raised by or against employees are conducted fairly. Employees are expected to fully cooperate with these investigations. Importantly, ICA prohibits any form of retaliation against employees who engage in these dispute resolution procedures.

This policy does not restrict employees from discussing their concerns, participating in workplace discussions, or advocating for their employment conditions.

(5) A description of the relationship that will exist between the district charter school and its employees, including evidence that the terms and conditions of employment have been addressed with affected employees and their recognized representatives. Include a complete copy of the district charter school's employment policies.

At ICA, the relationship between the School and its employees is founded on mutual respect, accountability, and a commitment to excellence in education. ICA's policies and procedures are designed to support this relationship and ensure that the School and its employees align with our mission and values.

Terms and Conditions of Employment

ICA is dedicated to fostering a productive and positive work environment. Our policies are continually refined based on feedback and identified needs, allowing us to adapt to the evolving requirements of our school community. This dynamic approach ensures that ICA remains responsive and effective in addressing the needs of our employees and students alike.

Employment At-Will

In accordance with Colorado law, ICA operates as an at-will employer. This means that all employment at ICA is voluntary and may be terminated by either the school or the employee at any time, with or without cause, and without prior notice. This at-will employment relationship underscores our commitment to flexibility and mutual respect.

Employee Conduct and Expectations

ICA expects all employees to be exemplary role models for each other and our students. Compliance with school policies and procedures is essential for efficient, safe, and regulation-compliant operations. Beyond adherence to these policies, ICA anticipates that employees will exercise good judgment and uphold professional standards of conduct. Misconduct contradicts our educational mission and can negatively impact the values we strive to instill in our students.

Performance Reviews

All employees undergo an annual performance review. Supervisors are responsible for evaluating the performance of their direct reports, with evaluations intended to foster learning, reflection, and continuous improvement. While positive performance reviews are essential, they do not automatically guarantee salary increases or promotions. Such decisions are made at the discretion of ICA, based on various factors, including individual performance.

Staff Handbook and Acknowledgement

Each employee will receive a Staff Handbook detailing their employment status, term of employment, compensation level, and responsibilities. Employees must acknowledge receipt of the handbook in writing, confirming their understanding of their employment terms and their responsibility to review it.

Employee Feedback and Policy Adjustment

ICA values the input of its staff and considers it instrumental in strengthening the school community. Employees are encouraged to provide feedback, which is crucial for refining policies and ensuring that ICA effectively meets the needs of its community.

For a complete copy of ICA's employment policies, please refer to the Staff Handbook in **Attachment I**.

LBD-R Item 10: Financial Data, Facilities, and Transportation

10(a) Provide necessary evidence that the plan for the district charter school is economically sound.

Independence Classical Academy is committed to financial prudence and accountability in its operations. Our economic viability is ensured through robust planning, oversight, and adherence to best practices in fiscal management.

Governance and Oversight

ICA's Governing Board is responsible for all policy-making decisions, including budgetary oversight. The Board will:

- Develop and approve annual budgets.
- Establish financial policies and procedures.
- Oversee human resource policies and procedures.
- Select legal counsel and hire the Principal.

All financial decisions are subject to the scrutiny of the Governing Board, and the Principal will collaborate with the Board to ensure sound fiscal management. An independent professional accounting firm will be engaged annually to conduct a comprehensive financial audit. The Board will review and approve this audit to ensure transparency and accountability.

Please refer to the Financial Policies and Procedures Policy in **Attachment J**.

Financial Advisory Committee

In addition to the Governing Board's oversight, ICA's bylaws permit the formation of a Financial Advisory Committee (FAC). Chaired by the Board Treasurer, the FAC will provide expert guidance and oversight on financial matters, further ensuring the School's economic soundness.

Grants and Other Funding Sources

ICA is actively pursuing a variety of funding sources, including local, state, and federal grant opportunities, to support the successful establishment and operation of the School. Recognizing the importance of diverse funding streams, ICA has already submitted an application for a Daniels Fund award, which, if granted, will provide essential resources for key activities such as curriculum development, marketing, and the hiring of a school leader—critical components for our early success and long-term sustainability.

In addition, ICA has engaged with the Colorado Charter School League to stay informed about potential funding opportunities, particularly the Colorado Charter Schools Program (CCSP) grant. During these discussions, ICA received guidance and encouragement to apply for the CCSP grant, if the state secures funding in the upcoming cycle. By proactively seeking these opportunities, ICA is committed to securing the financial support necessary to build out our facilities and ensure high-quality educational operations, thereby providing a robust foundation for our students' success.

Budgetary Planning and Documentation

ICA has developed a fiscally conservative budget for its initial five years of operation. This budget includes provisions for:

- Essential staff
- Educational programs
- Technology
- Furniture
- Supplies

In alignment with the Colorado Department of Education's rules and regulations, the budget supports effective school operations and provides students with an academically rigorous and personally enriching learning environment. It includes detailed estimates of expenditures and the proposed means of financing the estimated costs.

This structured approach to financial management ensures transparency, accountability, and efficient operation, aligning with the School's high standards.

Please refer to the Five-Year Budget Plan in **Attachment K**.

Enrollment Projections

The initial budget is based on conservative enrollment estimates detailed in *Table 2* above, ensuring that financial planning remains realistic and achievable. These projections are not just estimates but the result of careful consideration, maintaining economic stability, and supporting ICA's long-term sustainability.

The Financial Policies and Procedures and detailed budget documents will be available annually, underscoring ICA's commitment to economic responsibility and effective resource management. This approach ensures compliance and transparency.

Conclusion

Through careful planning, diligent oversight, and adherence to established financial practices, ICA will maintain its economic viability and continue to provide a high-quality educational experience for its students.

10(b) Include a proposed budget for a term of at least five years and a description of the manner in which an independent annual audit of the financial statements is to be obtained, consistent with state and federal law. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter school will fund all of its operations during the term of the charter. A student fee schedule should be included in addition to a proposed schedule of cash flow.

ICA presents a comprehensive five-year budget plan that ensures sustainable and efficient operations. This budget includes detailed allocations for staff, educational programs, technology, furniture, and supplies. The budget reflects conservative enrollment estimates to maintain financial stability.

Annual Independent Audit

To ensure financial transparency and compliance, ICA will retain an independent audit firm well-versed in federal, state, and local accounting practices. Academica, ICA's Management Service Provider, will collaborate with the chosen audit firm, providing all necessary financial documentation to facilitate a thorough and accurate audit. The audit firm will be selected through a competitive bidding process overseen by the Governing Board.

Audit Compliance and Standards

Annual audits will adhere to the Financial Accountability System Resource Guide (FASRG) and comply with the Colorado Financial Transparency Act. The audits will follow Generally Accepted Accounting Principles (GAAP) defined by the Financial Accounting Standards Board (FASB). Relevant FASB standards applicable to charter schools include:

- **Statement No. 93:** Recognition of Depreciation by Not-for-Profit Organizations
- **Statement No. 116:** Accounting for Contributions Received and Contributions Made
- **Statement No. 117:** Financial Statements of Not-for-Profit Organizations
- **Statement No. 124:** Accounting for Certain Investments Held by Not-for-Profit Organizations
- **Statement No. 136:** Transfers of Assets to a Not-for-Profit Organization or Charitable Trust That Raises or Holds Contributions for Others

ICA will adhere to GAAP standards to reinforce our commitment to financial transparency and accountability.

Budget Management and Oversight

The Governing Board, with support from the Board Treasurer and Academica, will oversee all financial aspects, including bookkeeping, financial reporting, and liability management. The Principal will manage daily cash collections and ensure budget compliance. Payroll processing will be outsourced to a third-party vendor, providing timely and accurate payroll, tax withholding, and benefits administration.

Financial Reporting and Accountability

ICA's financial operations will include:

- Timely and accurate coding of expenses for grant applications.
- Adherence to designated use of restricted and temporarily restricted funds.
- Regular drawdown of funds and timely report generation.

The annual audit results will be used to evaluate the performance of the School, Principal, and service providers. Any audit exceptions will be reported to the Governing Board and considered during performance reviews. The annual audit report will be presented four months after the fiscal year-end.

Student Fees and Cash Flow

In general, the School emphasizes the principles of accessibility and equity in public education, ensuring that fees do not become a barrier to student participation.

As a tuition-free public charter school, ICA does not rely on student fees for cash flow. The School is committed to ensuring that no student is charged an instructional fee as a condition for enrollment or attendance in any academic class unless permitted by law. However, certain Board-approved fees may be applicable under specific circumstances as detailed below:

- **School Property:** Students are responsible for returning textbooks, library resources, and other school property in good condition. Fines apply for lost, damaged, or defaced items.
- **Expendable Supplies and Materials:** The School provides basic course materials. However, students may be charged for expendable supplies directly related to the course's needs, especially for projects that exceed basic course requirements and are retained by the student.
- **Miscellaneous Fees:** Voluntary fees may be collected for participation in non-academic activities, such as extracurricular programs or school-sponsored events. These fees may cover items like uniforms, instruments, or costs associated with trips and activities not required for academic grading.

Fee Waivers

- **Waiver of Fees:** All textbook and supply fees are waived for disadvantaged students (those eligible for free or reduced-price lunch) and students in out-of-home placements. Fee waivers are granted without causing embarrassment or public exposure to needy students.

Fee Schedule and Transparency

- The School will maintain and provide a comprehensive fee schedule upon request, detailing the purpose and calculation of each fee. Parents will be informed about the process for applying for fee waivers and whether fees are mandatory or voluntary.

This approach ensures that educational opportunities at ICA remain equitable, with careful consideration given to financial barriers that could impact students' academic experiences.

The proposed budget includes a detailed cash flow schedule to ensure the School's financial stability. Please refer to the Five-Year Budget Plan in **Attachment K** for a cash flow schedule.

Conclusion

ICA is dedicated to maintaining its economic soundness and delivering a high-quality educational experience through meticulous planning, rigorous oversight, and adherence to established accounting standards.

10(c) Detail the plan for fiscal accountability.

The ICA Board will oversee all aspects of the School's fiscal management. To ensure sound financial practices, the Board will retain Academica, a Management Service Provider (MSP), to collaborate in developing robust financial policies and practices that secure ICA's economic future.

Financial Oversight and Reporting

Under the Board's supervision, Academica will handle ICA's bookkeeping and financial reporting. Academica will also manage the bidding process for third-party services, including contracting an independent audit firm. After receiving bids, Academica will present proposed contracts and pricing to the Board for approval. The Principal will oversee budget areas within their control, such as office supplies, travel, and copier expenses, reviewing the budget with Academica monthly.

Checks and Balances

ICA will implement a system of checks and balances to manage school funds effectively. A system will be adopted requiring a Purchase Order (P.O.) for every school purchase. Any school purchase over $2,500 will require two authorized signatures from a designated pool that includes the Board Chair, Vice Chair, Board Treasurer, Principal, and approved Academica personnel. The two authorized signatures cannot come from more than one Academica employee. Additionally, ICA will adopt a financial policy for cash transactions.

Compliance and Transparency

ICA will strive to comply with generally accepted accounting principles (GAAP) and Colorado law, including the Colorado Financial Transparency Act. The principal function of charter school purchasing is to support the educational program by providing necessary supplies, equipment, and services. As the purchasing agent, the Principal will be responsible for developing and administering the purchasing program.

Purchase Authorization

No officer or employee of ICA or the Governing Board may incur a fiscal obligation unless the expenditure has been authorized in the budget or by the Governing Board or policy. A requisition and purchase order system will be used for all expenses except payroll and recurring facilities-related payments like utilities and bond payments. Unless authorized by the Principal, no purchase will be approved without an approved purchase order. Bills for payment must align with approved purchase orders.

Review and Payment

The Principal will review bills and payables to ensure they are within budget. After appropriate review, the Principal will direct payment of legitimate claims against ICA, ensuring the accuracy of all bills and vouchers.

This structured approach to fiscal accountability aligns with ICA's commitment to maintaining financial integrity and transparency.

10(d) Describe the services the district charter school plans to purchase from the district.

ICA intends to negotiate and contract with the District for various essential services. These services may include, but are not limited to, the following:

- Special education services include speech therapy, occupational therapy, nursing, and psychological support.

- Technology services, including the student information system if the District would like ICA in the same network. Otherwise, ICA will secure licenses for the SIS independently.
- Transportation and food services ensure the District can efficiently support ICA.

Special Education Services

ICA prefers an insured model for special education services, paying a proportionate per-pupil share of the District's total special education budget minus the amounts obligated to students attending ICA. ICA's education program and curriculum will be implemented consistently in both traditional classroom settings and special education resource settings. The Special Education Coordinator will be a critical hire for the School, ensuring alignment with classical education's core values and philosophies. The School's autonomy in this area is paramount.

National School Lunch Program Participation

ICA is dedicated to ensuring that all students have access to nutritious meals, recognizing the crucial role of proper nutrition in fostering a healthy learning environment. ICA will explore participation in the National School Lunch Program (NSLP). This initiative involves contracting with either the District or a charter school-specific agency of the Colorado Department of Education (CDE) to provide meals that meet NSLP standards.

If ICA chooses to participate in the NSLP, the School will carefully follow the application process for free and reduced-price meals, ensuring that all eligible students receive the necessary support. In addition, ICA will submit claims for reimbursement to the state to help maintain the program's sustainability. Based on current projections, approximately 23 percent of ICA's student population is expected to qualify for free and reduced-price lunch, highlighting the significance of this initiative.

To facilitate the program, ICA's facility construction budget will include the purchase and installation of necessary kitchen equipment, such as a warming cabinet, double-door refrigerator, and milk cooler, all in compliance with NSLP requirements. This investment reflects ICA's commitment to providing a healthy learning environment where every student can thrive.

Furthermore, if ICA elects to participate in the NSLP, a separate bank account will be established to handle all NSLP transactions. All funds received for the NSLP will be deposited into this dedicated account, and related expenses will be paid from it until the funds are depleted. Any remaining balances will then be covered by the general operating funds. Importantly, all proceeds from the NSLP will be used exclusively for purposes approved by the program, ensuring strict adherence to its guidelines.

Collaboration with the District

ICA will contract additional required services from the District, which will remain the Administrative Unit and provide assistance as needed. In cases where a child with a severe disability is selected for enrollment, ICA and the District will collaborate to ensure the child's needs are met. This may include having the child attend a district school rather than ICA if necessary.

This comprehensive plan outlines ICA's commitment to securing essential services while maintaining its focus on classical education principles and operational autonomy.

10(e) Provide a detailed summary of all insurance coverage, which shall include workers' compensation, liability insurance, and insurance for the facility and its contents, and a proposal regarding the parties' respective legal liabilities.

ICA will implement a comprehensive insurance plan to ensure the protection and safety of its operations, employees, students, and facilities. The expanded insurance coverage will include coverage for general liability, abuse, employee benefits, professional educators' legal liability, auto, property, equipment breakdown, crime, excess liability, employment practices, student accident, and worker's compensation.

All required insurance coverages will be in place at or above Colorado-mandated baseline requirements, adjusting as the student population increases each year. Please see the table below for the anticipated policy limits for each category of the anticipated coverage.

Table 17. Independence Classical Academy's Proposed Insurance Coverages

Coverages	2025-2026	Notes
Umbrella Liability	$5,000,000	
General Liability Per Occurrence	$6,000,000	Includes Umbrella Limits of $5M
General Liability Aggregate	$8,000,000	Includes Umbrella Limits of $5M
Products / Completed Operations Aggregate	$8,000,000	Includes Umbrella Limits of $5M
Personal and Advertising Injury	$6,000,000	Includes Umbrella Limits of $5M
Abuse or Molestation Per Occurrence	$6,000,000	Includes Umbrella Limits of $5M
Abuse or Molestation Aggregate	$8,000,000	Includes Umbrella Limits of $5M
Employee Benefits Liability Per Occurrence	$6,000,000	Includes Umbrella Limits of $5M
Employee Benefits Liability Aggregate	$7,000,000	Includes Umbrella Limits of $5M
Commercial Auto Liability	$6,000,000	Includes Umbrella Limits of $5M
Workers Compensation	$6,000,000	Includes Umbrella Limits of $5M
Educators Legal Liability (ELL) Per Occurrence	$5,000,000	ELL = D&O Coverage Shared Limits with EPLI
Educators Legal Liability (ELL) Aggregate	$5,000,000	ELL = D&O Coverage Shared Limits with EPLI
Employment Practices Liability (EPLI) Per Occurrence	$5,000,000	Shared Limits with ELL
Employment Practices Liability (EPLI) Aggregate	$5,000,000	Shared Limits with ELL
Violent Event Response Each Occurrence Aggregate	$1,000,000	Covers Counseling, Medical Costs, and Provides Supplementary Income
Violent Event Response Each Person Limit	$25,000	Covers Counseling, Medical Costs, and Provides Supplementary Income
Violent Event Response Each Person's Death Benefit	$15,000	Covers Funeral Expenses
Building Limit		100% Replacement
Employee Dishonesty / Crime	$1,000,000	
Student Accident - per accident	$25,000	

10(f) Describe the facilities to be used, the reasonable costs of the facilities, and the way they will be obtained, funded, and maintained. Include any contracted services and the proposed contractor.

Identification and Location

ICA) is actively seeking a suitable facility in Elizabeth, Colorado. The goal is to secure a location that is both desirable and accessible for our student body, focusing on the following zip codes: 80107, 80102, 80106, 80116, 80117, and 80138.

Financial Planning

ICA has allocated 15% of its annual per-pupil revenue for facility rent. The aim is to find a facility offering at least 60 square feet per student. This allocation, while below the state average due to the high land cost, will still provide necessary classrooms, computer labs, science labs, a multi-purpose room, and office space. This model, successfully used by Academica in other schools, ensures ample space for student needs.

Initial and Future Space Requirements

In the first year, ICA will require a minimum of 12,000 square feet. As the student population grows, additional space will be identified to meet the maximum enrollment needs. Middle school students may be hosted at an alternate location if a single site cannot accommodate all students.

Facilities Search and Acquisition

ICA's proposed temporary and permanent facility will meet the following criteria:

- Adequate open area and playground space
- Sufficient parking spaces
- Proper traffic flow for drop-off and pick-up
- Compliance with all necessary building codes to receive a Certificate of Occupancy
- Zoning as "Permitted" for a Charter School

ICA is collaborating with XL Charter Development and Performance Charter to strategically plan the long-term, multi-phase construction of new facilities on the land allocated within the Independence Community Development. The architects and developers involved have received the necessary information from the community developer, allowing them to proceed with creating a detailed phased site plan. This partnership reflects ICA's commitment to thoughtful, sustainable growth that aligns with the community's vision and long-term educational goals.

In compliance with C.R.S. 22-30.5-104(3), any facility alterations will accommodate special education students as state and federal law requires.

The current plan for ICA's new construction is to complete Phase I, which will accommodate 500 students, with the goal of having this phase operational by the fall of 2026.

ICA is exploring the following potential facility options for the first year of operations.

1. Frontier High School Building



Figure 8. Frontier High School, 589 S. Tanner St.

ICA will work with the District to utilize a block of classrooms, offices, and bathroom space within the Frontier High School building in exchange for renovating the spaces for current use. ICA acknowledges that the use of the gymnasium and the cafeteria would be done in collaboration with existing tenants. The requested block of space is indicated in ***Figure 9*** below:

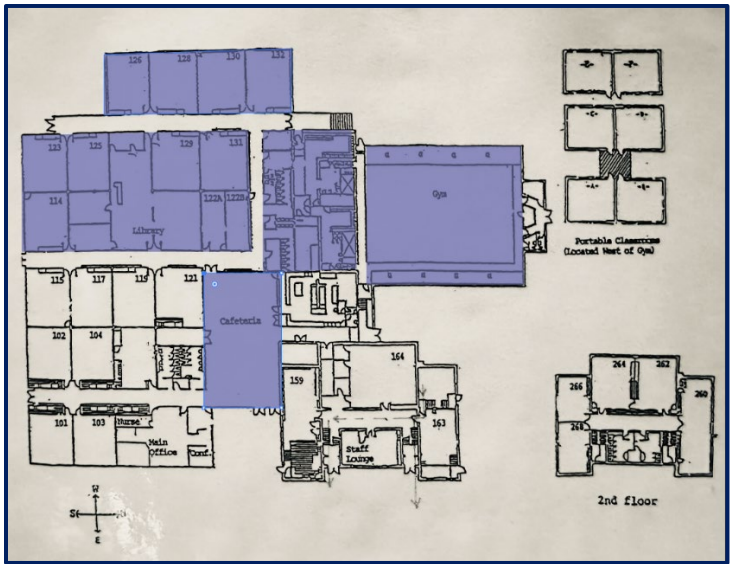


Figure 9. Facility Space to be Utilized at Frontier High School

2. Singing Hills Elementary

ICA is exploring the possibility of using classrooms and shared spaces within Singing Hills Elementary School as a temporary location for its inaugural year. If this option is selected, ICA is committed to

collaborating closely with the District to ensure a smooth integration and effective utilization of shared facilities. However, concerns remain about whether Singing Hills Elementary has the capacity to accommodate ICA's anticipated enrollment. ICA is eager to partner with the District to assess space availability and develop practical solutions that meet the needs of all students.

3. **Portable Classrooms**

ICA has initiated the process of obtaining quotes for portable modular units to be used on the land designated for the future construction of the permanent facility. However, the cost of these portable units is anticipated to be higher than initially expected, presenting a challenge for this temporary solution. This unexpected expense underscores the importance of careful financial planning as ICA continues to develop its long-term educational infrastructure.

Contracted Services and Costs

ICA will contract services essential for the operation and maintenance of the facility, including utilities, janitorial services, custodial supplies, facility maintenance, snow removal, and lawn care.

Facility Requirements and Design

Based on guidelines from the Colorado League of Charter Schools, the space requirements include:

- Core classrooms, a science lab, a resource room, a computer lab, a gym, and offices
- Initial space needs for the first year are about 12,000 square feet, with plans for 30,000 - 35,000 square feet in total building space

Safety and Security

ICA prioritizes the safety and security of students and staff. A comprehensive security plan, including secure access control measures, will be integrated into the facility design. Policies will be developed in collaboration with the Colorado Department of Education, the District, law enforcement agencies, and the Colorado School Safety Resource Center. These will include:

- An Emergency Management Plan and Safety and Security Plan
- Formation of a safety team and a designated crisis response spokesperson
- Establishment of a claims management follow-up process

Staff will receive training through Colorado Safe Schools Regional Training or similar programs to foster a proactive, safe school environment.

This facilities plan underscores ICA's commitment to providing its students a safe, functional, and financially responsible learning environment.

10(g) Describe the proposed student transportation system and food services program, including the contract if services will be provided by a second party. If transportation or food services are to be provided by the district charter school, include a plan for addressing the needs of low income students, complying with insurance and liability issues and complying with state and federal law.

Transportation

ICA recognizes the critical importance of accessible and reliable transportation for all students, ensuring that every child has the opportunity to attend the school of their choice. We are pleased that the District has committed to expanding its transportation services, including bus routes that serve the entire district and encompass all school choice options.

As a grateful participant in this inclusive transportation plan, ICA will benefit from the District's dedication to providing equitable access to education. This initiative guarantees that all students, regardless of their residential location within the district, will have the opportunity to be bussed to their chosen school, including ICA. We believe this plan will greatly enhance the accessibility of our classical education program, particularly for families who may have previously faced transportation barriers.

ICA will work closely with the District's transportation department to coordinate our School's schedule with the established bus routes, ensuring smooth and efficient transportation for our students. We are committed to maintaining open communication with the District to address any logistical considerations and to make necessary adjustments to best serve our students and families.

In participating in this comprehensive transportation plan, ICA supports the District's efforts to provide high-quality educational options to all students and foster a community where school choice is both practical and supported. We are grateful for the District's leadership in this area and look forward to being a part of this inclusive approach to student transportation.

Additionally, ICA will honor the transportation accommodations specified in the Individualized Education Programs (IEPs) for special education students. We will collaborate with the Local Education Agency (LEA), specifically the Elizabeth School District, to provide the necessary accommodations.

For field trips and athletic events, ICA will either contract with the district or charter bus companies to meet transportation needs, ensuring safe and reliable travel for our students.

Food Services

ICA is dedicated to ensuring that all students have access to nutritious meals, recognizing the crucial role of proper nutrition in fostering a healthy learning environment. ICA will explore participation in the National School Lunch Program (NSLP). This initiative involves contracting with either the District or a charter school-specific agency of the Colorado Department of Education (CDE) to provide meals that meet NSLP standards.

If ICA chooses to participate in the NSLP, the School will carefully follow the application process for free and reduced-price meals, ensuring that all eligible students receive the necessary support. In addition, ICA will submit claims for reimbursement to the state to help maintain the program's sustainability. Based on current projections, approximately 23 percent of ICA's student population is expected to qualify for free and reduced-price lunch, highlighting the significance of this initiative.

10(h) Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.

ICA does not currently seek the authority to impose a transportation fee on enrolled students. The School aims to provide equitable access to transportation through community-driven solutions, such as organizing carpooling forums and developing support plans for economically disadvantaged students. However, if the need to impose a transportation fee arises in the future, ICA will follow a transparent and equitable process, as outlined below.

Circumstances for Imposing a Transportation Fee

ICA may consider imposing a transportation fee under the following circumstances:

- **Sustainability of Transportation Services:** If community-driven solutions are insufficient to meet the transportation needs of all students, particularly those from low-income families, or those requiring special accommodations.
- **Field Trips and Special Events:** To cover the costs associated with transportation for field trips, athletic events, or other school-related activities that require chartered transportation services.

Procedures for Imposing a Transportation Fee

- **Needs Assessment:** Conduct a thorough assessment to determine the necessity of imposing a transportation fee, considering the availability and effectiveness of current transportation solutions.
- **Stakeholder Consultation:** Engage with parents, guardians, and the broader school community to gather input and ensure transparency in the decision-making process.
- **Board Approval:** Present the findings and recommendations to the ICA Governing Board for review and approval.
- **Fee Structure:** Develop a fair and reasonable fee structure that does not impose an undue burden on families, particularly those with limited financial resources.
- **Communication:** Before implementation, communicate the fee structure, payment procedures, and any available financial assistance to all families.
- **Financial Assistance:** Establish a financial assistance program to support families who may struggle to afford the transportation fee, ensuring that no student is denied access to transportation due to financial constraints.
- **Review and Adjustments:** Regularly review the transportation fee policy and its impact on the school community, making adjustments as necessary to maintain fairness and effectiveness.

By following these procedures, ICA ensures that any transportation fee is justified, transparent, and equitable, aligning with the School's commitment to providing accessible education to all students.

LBD-R Item 11: Dispute Resolution

11(a) Describe the process consistent with state law that will be used to resolve disputes that may arise between the district and the district charter school.

In a dispute between the District and Independence Classical Academy, the following process, consistent with state law and inspired by the principles of classical education, will be utilized to ensure a fair and efficient resolution.

Initial Review and Negotiation

- **Submission to Superintendent:** Any dispute, including those related to the Charter Contract or implementation of District policies, shall first be submitted to the Superintendent of the District or their designee for review.
- **Good Faith Negotiation:** Representatives of both the District and ICA will meet and make a concerted effort to negotiate a resolution in good faith.

Mediation Process

- **Initiation of Mediation:** If informal negotiations fail, the matter will be referred to an independent mediator. The party requesting mediation (the "moving party") must submit a written request for mediation.
- **Selection of Mediator:** The parties will agree on a mediator within fifteen calendar days of the written request. If they cannot agree, the moving party will obtain a list of five mediators from the Judicial Arbiter Group in Denver, Colorado. Each party will alternately strike names from the list until one remains, who will serve as the mediator. This process must be completed within ten days.
- **Mediation Timeline:** The mediation will be scheduled and concluded within 120 days of the written request. The mediator will provide final written findings to both parties within this timeframe.
- **Cost Apportionment:** The mediator will apportion the mediation costs equally between both parties.
- **Confidentiality:** The mediation process will be closed to the public, and all information shared will be confidential to the extent permitted by law.

Post-Mediation Actions

- **Advisory Recommendation:** If mediation does not resolve the dispute, the mediator will make an advisory recommendation to the District's Board.

- **Board Decision:** The District's Board will review the recommendation and decide within thirty days. The Board's decision will be final, but ICA may appeal to the State Board of Education if the matter falls within its jurisdiction.

Adhering to this structured and classical approach, ICA and the District can resolve disputes efficiently and equitably, ensuring the continued success and harmony of their educational partnership.

LBD-R Item 12: Requested "Automatic Waivers" Under State Law

12(a) List the state laws and regulations included in the State Board of Education's list of "automatic waivers" that the district charter school requests.

Automatic State Statute Waivers	
C.R.S. Citation	**Description**
§ 22-1-112	School Year – National Holidays
§ 22-32-109(1)(f)	Local Board Duties Concerning Selection of Staff and Pay
§ 22-32-109(1)(t)	Determine Educational Program and Prescribe Textbooks
§ 22-32-110(1)(h)	Local Board Powers – Terminate Employment of Personnel
§ 22-32-110(1)(i)	Local Board Duties – Reimburse Employees for Expenses
§ 22-32-110(1)(j)	Local Board Powers – Procure Life, Health, or Accident Insurance
§ 22-32-110(1)(k)(I)	Local Board Powers – Policies Relating to In-Service Training and Official Conduct
§ 22-32-110(1)(ee)	Local Board Powers – Employ Teachers' Aides and Other Non-Certificated Personnel
§ 22-32-126	Employment and Authority of Principals
§ 22-33-104(4)	Compulsory School Attendance – Attendance Policies and Excused Absences
§ 22-63-301	Teacher Employment, Compensation, and Dismissal Act – Grounds for Dismissal
§ 22-63-302	Teacher Employment, Compensation, and Dismissal Act – Procedures for Dismissal of Teachers
§ 22-63-401	Teacher Employment, Compensation, and Dismissal Act – Teachers Subject to Adopted Salary Schedule
§ 22-63-402	Teacher Employment, Compensation, and Dismissal Act – Certificate Required to Pay Teachers
§ 22-63-403	Teacher Employment, Compensation, and Dismissal Act – Payment of Salaries upon Termination

LBD-R Item 13: Requested Waivers that are Not "Automatic Waivers" Under State Law

13(a) List the district policies for which waivers are requested. Include the reasons for each request.

Non-Automatic School District Waiver Request
Citation & Title: AD – Educational Philosophy / School District Mission
Rationale: ICA requests a waiver from this District policy as ICA's educational philosophy and mission are distinct from those of the local school district. Our Governing Board must choose its curriculum and other educational complements for the School to meet its mission and stated student achievement goals.
Replacement Plan: Independence Classical Academy's mission is to partner with families to train the minds and improve the hearts of students through a rigorous, classical education in the liberal arts, math, and sciences, with instruction in the principles of moral character and civic virtue.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: CBI – Evaluation of Superintendent CBI-R – Evaluation of Superintendent - Regulation CFBA – Evaluation of Evaluators
Rationale: ICA requests a waiver from these District policies since the charter school's Governing Board will evaluate the School's principal rather than the school district's superintendent.
Replacement Plan: ICA will develop its evaluation process to include quality standards that are clear and relevant to the school administrator's role and responsibilities, aim to improve student academic growth, and meet the intent of the quality standards established in SB 10-191.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: CF – School Building Administration
Rationale: ICA requests a waiver from this District policy that requires the superintendent to assume all authority and duties of a school leader in the absence of a principal in the school building.
Replacement Plan: In the absence of a building principal, ICA's Governing Board will decide who will fill in temporarily and select a new principal. In the case of a temporary absence, the principal will designate another employee to assume the Principal's duties.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: DG – Banking Services (and Deposit of Funds) DG-R – Banking Services (Receipt and Deposit of Money) - Regulation
Rationale: ICA requests a waiver from these District policies since the School should manage its own fees/fines and money from school activities rather than depositing those monies into the school district's bank account.
Replacement Plan: ICA's Governing Board will open its bank account at a financial institution that qualifies as an eligible depository by state law. The principal and any authorized staff will follow all financial procedures developed by the governing board, and the Governing Board will review financial workbooks at least quarterly.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: DJ/DJA – Purchasing / Purchasing Authority DJB – Federal Procurement DJB-R – Federal Procurement - Regulation DJE – Bidding Procedures DKC – Expense Authorization / Reimbursement
Rationale: ICA requests a waiver from these District policies as the School develops its purchasing procedures to provide several layers of checks and balances and internal controls to ensure proper oversight of taxpayer funds.
Replacement Plan: ICA's Governing Board will seek multiple bids for contracts exceeding $25,000 and multiyear agreements. Due to a limited number of qualified vendors, the Board believes that curriculum purchases do not require numerous bids. The Governing Board will also adhere to the terms of its Bylaws and Conflict of Interest Policy in all bidding and purchasing decisions.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: EEA – Student Transportation EEAEA – School Transportation Vehicle Operator Requirements and Training EEAEA-R – Bus Driver Requirements, Training and Responsibilities - Regulation
Rationale: ICA requests a waiver from these District policies as the School will not be furnishing transportation services.
Replacement Plan: ICA intends to follow the District transportation. The School also wants to help facilitate a forum where families of students interested in creating carpooling groups can communicate. If a special education student has an IEP with transportation as an accommodation, ICA will honor their IEP by partnering with the LEA and the District to provide this accommodation best. A plan for field trips and athletic events will be developed to accommodate transportation needs, such as contracting with a charter bus company.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: FBD – Land Use Impact Statements FBD-R – Land Use Impact Statements - Regulation FEA – Educational Specifications FEE – Site Acquisition FEE-R – Site Selection and Acquisition Criteria FEF – Architect / Engineer / Construction Manager
Rationale: ICA requests a waiver from these District policies as ICA's Governing Board will approve educational specifications and manage all aspects of the acquisition and development of any school facilities since the District will not own the building. An exception would be made if ICA ultimately elects to occupy a District-owned facility.
Replacement Plan: ICA's Governing Board will seek to use experts to facilitate facility design and development. The Board will identify qualified professionals in the fields of school design, architecture, and engineering, as well as in site acquisition and development and construction, for the expansion, design, development, and construction of any new or existing facilities.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: FF – Facility Naming
Rationale: The Governing Board has already adopted a name for the School.

Replacement Plan: The Governing Board has adopted Independence Classical Academy as the name of the School.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request

Citation & Title:
GBEBA – Staff Member Dress

Rationale: ICA requests a waiver from this School policy since the School will require professional attire for employees to align with the classical Core Knowledge academic model. Students will have a uniform requirement, and staff will be expected to maintain a similar level of decorum in their attire.

Replacement Plan: ICA's Governing Board will determine a professional attire dress code for staff, which will be outlined in the Staff Handbook.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request

Citation & Title:
GCO – Evaluation of Licensed Personnel
GCOE – Evaluation of Evaluators
GCO-R – Evaluation of Licensed Personnel

Rationale: ICA requests a waiver from these District policies. ICA's Governing Board, rather than the District's Superintendent, will evaluate the School's licensed personnel, including the principals and administrators, and will develop an evaluation process.

Replacement Plan: ICA's Governing Board will be in charge of evaluating the School's personnel, including the principals and administrators. The evaluation system will include quality standards that are clear and relevant to the respective personnel's role and responsibilities, aim to improve student academic growth and meet the intent of the quality standards established in SB 10191.

Duration of Waiver: ICA formally requests that this waiver be in effect as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request

Citation & Title:
GBGA – Staff Health (and Medical Examination Requirements)
GBGAB – First Aid Training
GBGA-R – Staff Health - Regulation
GBGB – Staff Personal Security and Safety
GBGC – Pre-K Staff Illness and Food Handling
GBGC-E-1 – Pre-K Staff Illness and Food Handling - Exhibit
GBGC-E-2 – Pre-K Staff Illness and Food Handling - Exhibit
GBGD – Workers' Compensation

GBGD-E – Employer's First Report of Injury / Illness
GBGE – Staff Maternity / Paternity / Parental Leave
GBGF – Federally-Mandated Family Leave and Medical Leave
GBGF-R – Federally-Mandated Family Leave and Medical Leave - Regulation
GBGG – Staff Paid Leave
GBGG-R-1 – Staff Paid Leave (Certified) - Regulation
GBGG-R-2 – Staff Paid Leave (Classified) - Regulation
GBGG-R-3 – Discretionary Leave Buy Back Amounts - Regulation
GBGH – Sick Leave Bank
GBGI – Staff Military Leave
GBGJ – Staff Bereavement Leave
GBGK – Staff Legal Leave
GBGL – Staff Victim Leave
GBGM – Instructional / Administrative Staff Extended Leave
GBGN – Hard-to-Fill / Difficult-to-Retain Incentive
GBI* – Criminal History Report Information (CHRI) Security Policies and Procedures
GBJ – Personnel Records and Files
GBJA – Disclosure of Information to Prospective Employer
GBK – Staff Grievances
GBK-E-1 – Grievance Procedure (Step One) - Exhibit
GBK-E-2 – Grievance Procedure (Step Two) - Exhibit
GBK-E-3 – Grievance Procedure (Step Three) - Exhibit
GBK-E-4 – Grievance Procedure (Step Four) - Exhibit
GBK-R – Staff Grievances - Regulation
GC – Professional Staff
GCA – Professional Staff Positions
GCAA – Highly Qualified Teachers
GCBA – Instructional Staff Contracts / Compensation / Salary Schedules
GCBAA – Performance Pay for Instructional Staff
GCBA-R – Instructional Staff Contracts / Compensation / Salary Schedules - Regulation
GCBB – Administrator Salary Policy
GCBC – Professional Staff Supplementary Pay Plans
GCBC-E – Coaching and Activity Sponsor Salary Schedule - Exhibit
GCBC-R – Professional Staff Supplementary Pay Plans - Regulation
GCBD – Professional Staff Fringe Benefits
GCBE – Unsatisfactory Performance Compensation
GCE/GCF – Professional Staff Recruiting Hiring
GCE/GCF-E – Phone Inquiry Reference Check - Exhibit
GCE/GCF-R – Professional Licensed Staff Recruiting / Hiring - Regulation
GCE/GCF-R-2 – Hiring of Administrative Staff and Other Leadership Positions - Regulation
GCG/GCGA – Part-Time & Substitute Professional Staff Employment / Qualifications
GCG-E – Substitute Salary Schedule - Exhibit
GCG-R – Part-Time and Substitute Professional Staff Employment - Regulation
GCHA/GCHB – Mentor Teachers / Administrators
GCHA/GCHB-R – Mentorship Guidelines - Regulation
GCHC* – Professional Staff Induction Program
GCI – Professional Staff Development
GCID – Professional Staff Training, Workshops and Conferences
GCKA – Instructional Staff Assignments and Transfers
GCKAA – Teacher Displacement
GCKAA-R – Teacher Displacement
GCKB – Administrative Staff Assignments and Transfers
GCQA – Instructional Staff Reduction in Force
GCQA-R – Instructional Staff Reduction in Force - Regulation

GCQC/GCQD – Resignation of Instructional Staff / Administrative Staff
GCQC/GCQD-R – Resignation of Instructional Staff / Administrative Staff - Regulation
GCQE – Retirement of Professional Staff
GCQEB/GDQEB – 110-Day Transition Employment
GCQF – Discipline, Suspension and Dismissal of Professional Staff (Contract Non-Renewal)
GCQF-R – Discipline, Suspension Dismissal of Prof. Staff (& Contract Non-Renewal) - Regulation
GCS – Professional Research and Publishing
GCU – Professional Staff Membership in Professional and Union Organizations
GD – Support / Classified Staff
GDA – Support Staff Positions
GDBA – Support Staff Salary Schedules
GDBA-R – Support Staff Salary Schedules - Regulation
GDBC – Support Staff Supplementary Pay / Overtime
GDBC-R – Support Staff Supplementary Pay Plans - Regulation
GDCA – Classified Sick Bank
GDD – Vacations and Holidays
GDE/GDF – Support Staff Recruiting / Hiring
GDE/GDF-R – Support Staff Recruiting / Hiring - Regulation
GDG – Part-Time and Substitute Support Staff Employment
GDI – Support Staff Initial Work Period
GDJ – Support Staff Assignments and Transfers
GDM – Support Staff Career Development
GDO – Evaluation of Classified Support Staff
GDO-R – Evaluation of Classified Support Staff - Regulation
GDQB – Resignation of Support Staff
GDQC – Retirement of Support Staff
GDQD – Discipline, Suspension and Dismissal of Support Staff
GDQD-E – Separation Notice – Exhibits

Rationale: ICA, as a charter school, requests a waiver from these District policies. All ICA school staff employees will be employees of the charter school, not the District. ICA, as an independent entity, should be granted the authority to develop its employment agreements and terms and conditions of employment. These waivers are essential to the School's ability to meet its mission and stated student achievement goals, and we are confident in our ability to do so.

Replacement Plan: ICA's Governing Board will develop a Staff Handbook (a draft of which is included in the charter application). The policies will comply with all federal and state laws and regulations. The Governing Board will hire the school's principal and negotiate the contract with that individual. The principal will be in charge of hiring all additional staff and will manage employment agreements if any, as well as terms and conditions of employment. All school employees will be employed on an at-will basis.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request

Citation & Title:
IC/ICA – School Year / School Calendar / Instruction Time

Rationale: ICA requests a waiver from this District policy. ICA's Governing Board, rather than the District's board and Superintendent, should be able to determine our School calendar and instruction time. This waiver is essential to the School's meeting its mission and stated student achievement goals.

Replacement Plan: The school calendar and daily schedule will satisfy the CDE minimum required number of contact hours for all elementary, middle school, and high school students.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request

Citation & Title:
IG – Curriculum Development

Rationale: ICA requests a waiver from this District policy as ICA's curriculum and instructional program are different from the District's, and our Governing Board must have the authority to adopt its own curriculum and instructional program and choose its curriculum and other educational complements. This waiver is essential to the School's meeting its mission and stated student achievement goals.

Replacement Plan: ICA will focus on high standards of student achievement through the delivery of a rigorous and content-rich curriculum, with an emphasis on mastery of core academic content (English Language Arts, Math, Science, and Social Studies). The Governing Board will replicate a successful classical curriculum model as outlined in this application.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request

Citation & Title:
IHBB – Gifted and Talented Education

Rationale: ICA requests a waiver from this District policy as our School will develop and implement an appropriate program for its gifted and talented students rather than the district superintendent.

Replacement Plan: ICA will identify the needs of its gifted and talented students as required by the Exceptional Children's Educational Act (ECEA) through guidance set forth by the CDE's Office of Gifted Education and through the development of our Gifted Education Program Plan, which is approved to meet compliance by the District's special education office. ICA will submit data to be included in the District's state reporting requirements. ICA will identify GATE (Gifted and Talented Education) students by conducting state-recommended testing through a robust body of evidence using assessments from the CDE testing matrix. Students are referred for testing by teachers, parents, and administrators after reviewing a provided list of characteristics often seen amongst GATE learners. Referred students will be provided with the state-recommended assessment. ICA will coordinate all testing, develop a body of evidence demonstrating the student's giftedness, and share results with each family to discuss eligibility for GATE services. GATE programming will create an Advanced Learning Plan (ALP) in a form like the Colorado Standards-Based ALP.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: IHCDA – Concurrent Enrollment IHCDA-R – Concurrent Enrollment - Regulation
Rationale: ICA requests a waiver from this District policy as the charter school will develop its application and procedures for concurrent enrollment.
Replacement Plan: ICA will partner with surrounding educational institutions to bring all educational opportunities to our students. Eventually, ICA will be able to offer our students industry certifications along with concurrent enrollment options through partnerships with nearby educational institutions.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: IJ – Instructional Resources and Materials
Rationale: ICA requests a waiver from this District policy as our School requires flexibility in its selection of instructional materials and textbooks to meet its unique school model. ICA's Governing Board must be able to choose its curriculum and other educational complements. This waiver is essential to the School's meeting its mission and stated student achievement goals.
Replacement Plan: ICA's principal will ensure adherence to Colorado's Academic Standards when selecting and purchasing instructional materials.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: IJOA – Field Trips
Rationale: ICA requests a waiver from this District police as our school should have authority over the field trips it plans for its students.
Replacement Plan: ICA's principal will evaluate and approve field trips to ensure that they are part of and directly related to ICA's educational program and that steps are taken to ensure the safety and inclusion of students and staff.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: IK – Academic Achievement IKA – Grading / Assessment Systems
Rationale: ICA requests a waiver from these District policies since our School should have the authority to determine the school's academic standards and assessment systems. These waivers are essential to the School's ability to meet its mission and stated student achievement goals.
Replacement Plan: ICA's principal will adhere to the academic standards and grading/assessment systems set forth in this charter application and any changes made by the Governing Board.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: IKF – Graduation Requirements
Rationale: ICA requests a waiver from this District policy since our School should be given the authority to determine the standards for graduating from its unique educational program. This waiver is essential to the School's meeting its mission and stated student achievement goals.
Replacement Plan: ICA will adopt appropriate graduation requirements that meet the state minimum.
Duration of Waiver: ICA formally requests that this waiver be in effect as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: JII – Student Concerns, Complaints and Grievances JII-R – Student Concerns, Complaints and Grievances - Regulation KE – Public Concerns and Complaints
Rationale: ICA requests a waiver from these District policies as these complaint policies do not make sense to the parents and students attending the ICA charter school.
Replacement Plan: Students, parents, and other community members will adhere to the adopted grievance policy developed by ICA's Governing Board.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: JJF – Student Activities Funds

Rationale: ICA requests a waiver from this District policy as our charter school's student activity funds will not be considered part of the District's fiscal operation.
Replacement Plan: Our School's student activity funds will be managed using sound business practices – including sound budgetary and accounting procedures and audits – like regular charter school funds. The principal will participate in preparing, modifying, and interpreting policies and procedures that affect student activity funds.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Non-Automatic School District Waiver Request
Citation & Title: JK – Student Discipline JK-2 – Discipline of Students with Disabilities JKA – Use of Physical Intervention and Restraint JKA-E – Student Restraint/Seclusion Incident Report Form - Exhibit JKA-E-2 – Complaint Procedures and Regulations Regarding the Use of Restraint or Seclusion JKA-R – Use of Physical Intervention and Restraint - Regulation JKBA – Disciplinary Removal from Classroom JKBA-R – Disciplinary Removal from Classroom - Regulation JKD/JKE – Suspension/Expulsion of Student JKD/JKE-E – Suspension Expulsion of Students - Exhibit JKD/JKE-R – Suspension / Expulsion of Students (Hearing Procedures) JKF – Educational Alternatives for Expelled Students JKF-R – Educational Alternatives for Expelled Students -Exhibit JKG – Expulsion Prevention JK-R – Student Discipline - Regulation
Rationale: ICA requests a waiver from these District policies, as our School principal should have discretion in enforcing disciplinary procedures and policies for our students. These waivers are important to the School's ability to meet its mission and stated student achievement goals.
Replacement Plan: ICA will develop comprehensive disciplinary procedures that will be included in the Parent Student Handbook and are in compliance with all pertinent state rules and regulations.
Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

13(b) List the state laws and regulations for which waivers are requested. Include the reasons for each request.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-1-110 Effect of Use of Alcohol and Controlled Substances to be Taught
Rationale: ICA requests a waiver so the School can implement its drug, alcohol, and tobacco prevention program. The Governing Board must be able to choose its curriculum and other educational complements. This waiver is essential to the School's meeting its mission and stated student achievement goals.

Replacement Plan: ICA will outline and implement its age-appropriate, developmentally-based drug, alcohol, and tobacco prevention programs in grades K-12.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Financial Impact: ICA anticipates this waiver will not financially impact the District or the School.

How the Impact of the Waiver Will Be Evaluated: The impact of this waiver will be measured using the same performance criteria and assessments that apply to ICA, as outlined in the Charter School Contract.

Expected Outcome: If granted, this waiver will enable ICA to manage its own drug, alcohol, and tobacco prevention program, which is essential to the Schools meeting its student achievement goals.

Non-Automatic State Statute Waiver Request

Statutory Citation & Title:

§ 22-1-128 Comprehensive Human Sexuality Education - Legislative Declaration - Definitions - Guidelines and Content Standards

Rationale: ICA requests a waiver so the School can implement its educational model, texts, and materials related to human anatomy, reproduction, and sexuality. The Governing Board must be able to choose its curriculum and other educational complements. This waiver is essential to the School's ability to meet its mission and stated student achievement goals.

Replacement Plan: ICA will outline and implement its own age-appropriate, developmentally based human anatomy, reproduction, and sexuality programs in grades K-12, which will meet the intent of the Colorado Academic Standards on Comprehensive Health and Physical Education.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Financial Impact: ICA anticipates this waiver will not financially impact the District or the School.

How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as outlined in the Charter School Contract.

Expected Outcome: If granted, this waiver will enable ICA to experience an enhanced educational program by enabling it to administer the school program in accordance with the philosophy and mission as set forth in the Charter School Contract.

Non-Automatic State Statute Waiver Request

Statutory Citation & Title:

§ 22-2-112(1)(q)(I) – Commissioner - Duties - Performance Evaluation Ratings

§ 22-9-106 – Local Board of Education - Duties - Performance Evaluation System - Compliance - Rules

Rationale: ICA and its principal or designee must be able to evaluate all personnel. If any other designated administrator does not have a Type D certificate, this should not preclude him or her from administering the evaluations under the principal's direction. Additionally, ICA will not be required to report its teacher evaluation ratings as part of the commissioner's report as required by C.R.S. § 22-2-112(1)(q)(I).

Replacement Plan: ICA will use its evaluation system. The School's evaluation system will continue to meet the law's intent as outlined in statute. Staff will be trained in this evaluation system and the methods used for the School's evaluation system will include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in C.R.S. §§ 22-9-101, et seq. The School will not be required to report its teacher evaluation data through the Teacher Student Data Link (TSDL) interchange; however, teacher performance data will be reviewed by ICA and used to inform hiring practices and professional development. Core course level participation will continue to be reported pursuant to C.R.S. § 22-11-503.5, as this is a non-waivable statute.

Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.

How the Impact of the Waiver Will be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.

Expected Outcome: If granted, this waiver will enable ICA to implement its educational program and evaluate its teachers in accordance with its Performance Appraisal System, which is designed to produce greater accountability and be consistent with the School's goals and objectives. This will benefit staff members as well as students and the community.

Non-Automatic State Statute Waiver Request

Statutory Citation & Title:
§ 22-7-1014(2)(a) Preschool Individualized Readiness Plans - School Readiness – Assessments

Rationale: ICA will assess students' academic readiness, character development, and physical well-being to ensure student success. ICA has the authority to implement relevant curriculum and assessments that ensure students' success in higher learning. ICA plans strong programs and assessments to assess students' school readiness in terms of physical well-being, social-emotional development, language and comprehension development, cognition, and general knowledge (literacy and mathematics).

Replacement Plan: Every kindergarten student at ICA will be administered a school readiness assessment before the start of the school year. The assessment instruments used are research-based, reliable, and valid. ICA anticipates using these assessment instrument(s) to assess each of the domains outlined in the statute:

- **Language & Comprehension**: DIBLES and Northwest Evaluation Assessment (NWEA) Map Growth
- **Math**: Northwest Evaluation Assessment (NWEA) Map Growth
- **Literacy**: Northwest Evaluation Assessment (NWEA) Map Growth, STAR reading, and Acadience
- **Social and Emotional:**
  - Teaching with Love & Logic. This is a potential program for school wide use. Positive student behavior is encouraged daily through implementation of the research-based Love & Logic program. Through this program, students grow in their ability to regulate their own emotions and behaviors and are better able to interact positively with peers and adults.
  - School culture. Students are immersed daily in a well-established school culture that explicitly prioritizes ICA's values of Respect, Responsibility, Citizenship, Self-Control, Integrity, Cooperation, and Perseverance. In this school culture, students and adults form meaningful, productive relationships, and students learn to build healthy friendships with their peers.

- Social Emotional Learning: All students participate in social and emotional learning by engaging in instructor-led, game-based lessons designed to practice self-management, social awareness, decision-making, and healthy relationships.
- Classroom culture. Students are immersed in a classroom culture that provides daily instruction in cooperation, participation, and problem-solving.
- Culture of leisure and play. Students are afforded daily supervised play time in physical education and recess, and in-class leisure time. This provides frequent opportunities for students to grow in healthy and productive social skills under the guidance of professional classroom instructors.
- Social and emotional assessment. Within the first 60 calendar days of the school year, students are assessed on their social-emotional development. Assessments are reflected in quarterly evaluations.

- **Physical well-being & motor development**
  - Physical Education. Physical education is regarded as a core discipline, and necessary for the satisfactory development of a scholar. Students participate in research-based physical-education classes. The classes implement a curriculum based on Colorado Academic Standards. Students are introduced to culturally relevant sports, teach students about each sport's equipment, and how to safely manipulate their bodies within a given sporting activity. The background-knowledge foundation and introductory skill-practice prime students for success in future physical-education studies. Students are afforded a high level of activity and gross motor-skill development, including running, balancing, kicking, throwing, and strength development. Students also participate in art education, developing fine-motor skills through drawing, painting, and making objects.
  - Handwriting. ICA uses the Getty-Dubay Italic penmanship curriculum. Students participate in daily handwriting exercises to develop fine-motor skills and correct letter and number formation.
  - Physical well-being and motor assessment. Within the first 60 calendar days of the school year, students are assessed on their progress in the physical-education curriculum, fine-motor, and penmanship skills. Students are assessed by professional art instructors on fine-motor skills throughout the year, and by their professional instructors. Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development. All assessments will be reflected in quarterly checklist evaluations.
- **Cognitive Development**
  - School culture. Students are immersed daily in a school culture that emphasizes learning for its swn sake (rather than for a grade, for example). Students are taught seven Foundation Stones throughout the year. They attend monthly Character Education Assemblies where accomplished lecturers discuss real-life examples of how they promote the character traits that relate to the Foundations Stones. Teachers promote the Foundation Stones through literacy and history in the Core Knowledge Sequence. Parents and staff model proper behavior. The Foundation Stones are: Respect, Responsibility, Citizenship, Self-Control, Integrity, Cooperation, and Perseverance. This school culture has resulted in a student body that collectively demonstrates positive approaches to learning, motivation, engagement, all evidenced by an extensive record of academic achievement.
  - Culture of imagination and play. Students are afforded daily supervised creative and exploration time, physical education, art, music, and recess, as well as in-class exploratory play time. This provides frequent opportunities for students to engage in dramatic play, to explore, imagine, and invent.
  - Arts: Students participate in a highly dialed art curriculum aligned to the Core Knowledge Sequence, which meets or exceeds CDE standards.

- Cognition assessment. Within the first 60 calendar days of the school year, students are assessed on their cognitive development. Assessments are reflected in quarterly checklist evaluations. Students' progress is assessed and monitored using Northwest Evaluation Assessment (NWEA).
- General knowledge.

- **Students receive 60 minutes of math instruction using Singapore Math**. This conceptual math curriculum is based on state standards. Assessment is given every week to monitor progress. Students who fall behind are given additional time in small group or 1:1 sessions with the teacher in the area of need.
- **Science instruction includes lessons on various topics** including plants and animals, animals and their needs, human body (including taking care of their body with exercise, cleanliness, healthy foods, and rest), seasons and weather, and taking care of the earth. Assessment is given regularly to monitor progress.
- **History and geography**. Students are instructed on various topics including: Geography – spatial sense (which involves working with maps and globes to recognize rivers, lakes, mountains, the Atlantic and Pacific Oceans and the North and South Pole), an overview of the seven continents, Native American peoples, early exploration and settlement (including the voyage of Columbus, the Pilgrims, and Independence Day), presidents, past and present, and symbols and figures (including the American Flag, Statue of Liberty, Mount Rushmore and The White House).

The data collected from these assessment(s) is used to develop readiness plans and informs classroom instruction within the School. The data collected is readily available to Elizabeth School District and ICA reports this data as required by State law.

Any student not making adequate growth in any of the above domains is put on an Academic Plan and enters the Multi-Tiered System of Support (MTSS) process. Response to Intervention (RtI) strategies are applied in small groups or via 1:1 instruction. RtI plans include results of formal assessments, informal assessments, and developmental checklists. This information is housed within ICA's system which assembles achievement data from many sources, generates student and summary reports, and allows for distribution to appropriate Student Teacher Assistance Team (STAT) members. If students do not respond with adequate growth in the specific domain(s) at issue, he or she may be referred to the Academic Support Team for further assessment.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth and meet the intent of the quality standards established in C.R.S. § 22-7-1014(2)(a).

These assessments alone do not deny a student admission or progression to first grade.

Duration of Waiver: ICA formally requests that this waiver be in effect for as long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.

Financial Impact: ICA anticipates this waiver will not financially impact the District or the School.

How the Impact of the Waiver Will Be Evaluated: The impact of this waiver will be measured using the same performance criteria and assessments that apply to ICA, as outlined in the Charter School Contract.

Expected Outcome: If granted, this waiver will enable ICA to instruct, assess, and monitor incoming students in a manner consistent with its overall principles, curriculum, and educational goals in order to ensure school readiness and student success in all domain areas. The waiver will enable ICA to meet and exceed state and District minimum academic performance indicators. Administrative cost savings from reduced paperwork and superfluous procedures are reflected in the School's site-based budgeting and redirected to classroom supplies, materials, teacher compensation, and other student-centered priorities.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-32-109(1)(b) – Board of Education - Specific Duties - Competitive Bidding § 22-32-110(1)(y) – Board of Education - Specific Powers - Definitions - Gifts, Donations, Grants
Rationale: In order to manage its own budget and finances, ICA must be granted the authority to develop its own financial policies and practices.
Replacement Plan: ICA will implement a process that is open, transparent, and in compliance with all applicable rules and regulations. ICA, rather than the District, is in the best position to know what goods and services are needed and which vendors and providers may be available. ICA will be responsible for establishing procedures for competitive bidding, as required by applicable law, and for selecting successful bidders on projects/contracts. Additionally, ICA, rather than the District, will be responsible for determining under what circumstances the School will accept gifts, donations, and grants.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.
Expected Outcome: If granted, the waiver will enable ICA to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Contract.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-32-109(1)(n)(I) – Board of Education - Specific Duties - School Calendar § 22-32-109(1)(n)(II)(A) – Board of Education - Specific Duties - Teacher-Pupil Contact Hours § 22-32-109(1)(n)(II)(B) – Board of Education - Specific Duties - District Calendar
Rationale: ICA requests a waiver from this local board duty in order to create an extended calendar, lengthen the school day, and/or lengthen the school year to exceed the current contact hour requirement in state statute and to meet the needs of the students in the School. The School will always meet at least the minimum required time as directed by CDE for corresponding grade levels.
Replacement Plan: The School will prescribe the actual details of its own school calendar to best meet the needs of its students. As such, the School will have a calendar that may differ from the rest of the schools within the District. The final calendar and the School's daily schedule will be designed by the Governing Board and school leaders and will meet or exceed the requirements in state statute.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.
Expected Outcome: If granted, the waiver will enable ICA to operate in accordance with its own schedule, designed to meet the needs of its community and educational program, which is vital to the success of the School.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-32-119 – Kindergartens - Definition
Rationale: The ICA Board has the authority to determine the educational model for the school. The Board should be delegated the authority to establish and maintain a kindergarten in accordance with the Charter School Contract.
Replacement Plan: ICA has approved the use of a Core Knowledge curriculum for its kindergarten students. The educational model for ICA is described in the charter school application and the kindergarten will follow the description contained therein.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.
Expected Outcome: ICA will experience an enhanced educational program by being able to administer the school program at the kindergarten level in a manner in keeping with the philosophy and mission as stated in the Charter School Contract.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-32-134.5 – Board of Education - Specific Duties - Healthy Beverages Policy Required § 22-32-136 – Board of Education - Specific Duties - Children's Nutrition - Healthful Alternatives § 22-32-136.3 – Board of Education - Specific Duties - Children's Nutrition - No Trans Fats in School Foods - Definitions - Rules
Rationale: ICA will be operating independently from other traditional public schools and should be delegated the authority to develop, adopt, and implement its own operational policies, rules and regulations, subject to the limitations in the Charter School Contract. ICA may establish agreements with food vendors to serve food and beverages on its campus.
Replacement Plan: ICA will encourage its students to have the freedom and opportunity to make healthy lifestyle choices, as part of its mission to develop independent students with good character and virtue. ICA's Governing Board will adopt policies and the Principal or designee will prescribe rules and regulations to meet the intent of promoting healthy lifestyles among its students. ICA will meet federal standards related to these statutes.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.
Expected Outcome: If granted, the waiver will enable ICA to adopt policies and prescribe rules and regulations to meet the intent of promoting healthy lifestyles among its students.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-63-103(10) – Teacher Employment, Compensation, and Dismissal - Definitions - "Substitute Teacher" § 22-63-103(11) – Teacher Employment, Compensation, and Dismissal - Definitions - "Teacher"
Rationale: ICA requests a waiver because developing and maintaining part-time teachers, substitute teachers, and teachers can be challenging for a charter school since the expectations vary from those of traditional public schools.
Replacement Plan: The principal of ICA will have the authority to select part-time teachers, substitute teachers, and teachers as appropriate to further the School's philosophy and mission as stated in the Charter School Contract.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.
Expected Outcome: If granted, the waiver will enable ICA to employ part-time teachers, substitute teachers, and teachers possessing unique skills and/or backgrounds necessary for the smooth operation of the School.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-63-201 – Teacher Employment, Compensation, and Dismissal - Employment - License Required - Exception
Rationale: ICA requests a waiver because developing and maintaining part-time teachers, substitute teachers, and teachers can be challenging for a charter school since the expectations vary from those of traditional public schools.
Replacement Plan: ICA will seek to attract principals and teachers from a wide variety of backgrounds including, but not limited to, teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of successful teaching experience in a setting not requiring a license, as well as persons with valuable business or professional experience in areas other than teaching who can provide a great benefit to students through their experience and functional knowledge. All employees of ICA will be employed on an at-will basis. All employees will meet applicable fingerprinting and background check requirements. Special Education Teachers will hold the requisite state license and endorsement. All employees will report the number of in-field/out-of-field teacher designations, years of experience of teachers, and effectiveness ratings (unless waived) or any other requirements promulgated by the Colorado Department of Education.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.

Expected Outcome: If granted, the waiver will enable ICA to operate in accordance with its own educational model and hire teachers that best fit the School's design, which is vital to the success of the program.

Non-Automatic State Statute Waiver Request
Statutory Citation & Title: § 22-63-202 – Teacher Employment, Compensation, and Dismissal - Employment Contracts - Contracts to be in Writing - Duration - Damage Provision § 22-63-203 – Teacher Employment, Compensation, and Dismissal - Probationary Teachers - Renewal & Nonrenewal of Employment Contract § 22-63-203.5 – Teacher Employment, Compensation, and Dismissal - Nonprobationary Portability § 22-63-204 – Teacher Employment, Compensation, and Dismissal - Interest Prohibited § 22-63-205 – Teacher Employment, Compensation, and Dismissal - Exchange of Teachers - Exchange Educator Interim Authorization § 22-63-206 – Teacher Employment, Compensation, and Dismissal - Transfer - Compensation - Definitions
Rationale: ICA requests a waiver from these sections of the Teacher Employment, Compensation, and Dismissal Act of 1990. ICA will be responsible for its own personnel matters, including employing its own staff and establishing its own terms and conditions of employment, policies, rules and regulations, and termination procedures. The success of ICA will depend in large part upon its ability to select and employ its own staff and to terminate individual staff members should they not perform in accordance with the mission, goals, and objectives of the School. All staff will be employed on an at-will basis.
Replacement Plan: ICA will be responsible for all teacher employment, compensation, and dismissal policies. Specific policies and procedures for termination will be developed prior to initial operations. In any employment-related action, ICA will not discriminate against any individual based on their status in a protected class. As a result of these waivers, ICA will be able to employ school staff possessing unique skills and/or background, filling all staff needs. ICA will hire and retain teachers on a best-qualified basis. There is no provision for transfers.
Duration of Waiver: ICA formally requests this waiver to be in effect for so long as the School is open and operating in compliance with the Charter School Act and all other applicable federal and state laws.
Financial Impact: ICA anticipates this waiver will have no financial impact on the District or the School.
How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the same performance criteria and assessments that apply to ICA as set forth in the Charter School Contract.
Expected Outcome: If granted, the waiver will enable ICA to carry out its educational program, administer its own personnel affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Contract.

13(c) Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules, and policies that are waived.

ICA is committed to adhering to the intent of all statutes, rules, and policies, even those for which waivers have been granted. The district charter school will continuously review the Colorado Revised Statutes and district policies to ensure compliance with the broader legislative and regulatory framework. ICA reserves the right to periodically evaluate additional statutory and policy waivers as specified under C.R.S. § 22-2-117 and to request further waivers if deemed necessary to enhance the educational environment and operational effectiveness.

LBD-R Item 14: Education Management Provider

14(a) Include the following information if district charter school intends to contract with an education management provider (EMP):

(1) A summary of the performance data for all current schools of the EMP, including documentation of academic achievement and school management success;

Academica does not provide a specific educational model but instead supports various educational models through various charter school networks. Nevertheless, those schools supported by Academica generally perform at a higher academic level due to the structure of Academica's operational services. Specifically, the back office services provided by Academica allow school leaders and governing bodies to focus on the implementation and success of their educational model rather than spending time and energy resources on the minutia of administrative overhead.

Academica currently supports three public charter schools in Colorado.

Doral Academy of Colorado

The first charter school supported by Academica in Colorado is Doral Academy of Colorado, a K-8 campus located in Westminster, Colorado, in the Jefferson County R-1 school district. Doral Academy of Colorado was founded in 2016.

The following tables include academic information from the CDE's latest School Performance Framework for Doral Academy of Colorado based on data for the 2022-23 school year:

2189: Doral Academy of Colorado | 1420: Jefferson County R-1

Elementary School - (2 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	89	94.0%	731.7	32	4.00/8	Approaching
	Previously Identified for READ Plan	17	100.0%	694.5	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	41	93.5%	725.4	19	0.50/1	Approaching
	Minority Students	33	89.7%	731.8	32	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	89	94.0%	721.9	20	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	41	93.5%	714.7	8	0.25/1	Does Not Meet
	Minority Students	33	89.7%	717.2	12	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	9.50/20	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	43	39.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	n < 20	-	0.00/0	-
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	41	35.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	n < 20	-	0.00/0	-
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	8.00/16	Approaching

This page displays the performance indicator data for the elementary school level. Calculations are based on state assessment results from 2022-23.

Figure 10. Doral Academy of Colorado - Elementary School

2189: Doral Academy of Colorado | 1420: Jefferson County R-1

Middle School - (2 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	90	93.2%	745.0	62	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	38	89.4%	731.8	30	0.50/1	Approaching
	Minority Students	28	90.9%	738.1	44	0.50/1	Approaching
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	92	95.1%	725.6	34	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	40	93.6%	716.7	16	0.50/1	Approaching
	Minority Students	29	93.9%	715.4	13	0.25/1	Does Not Meet
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	11.75/20	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	73	63.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	32	58.0	0.75/1	Meets
	Minority Students	24	57.5	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	46	51.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	20	49.5	0.50/1	Approaching
	Minority Students	n < 20	-	0.00/0	-
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	14.00/19	Meets

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2022-23.

Figure 11. Doral Academy of Colorado - Middle School

CIVICA Academy - Colorado

The second charter school supported by Academica in Colorado is CIVICA Academy - Colorado will be a 6-12 campus in the 2024-25 school year located in Milliken, Colorado in the Johnstown-Milliken RE-5J school district. CIVICA Academy - Colorado was founded in 2021.

The following tables include academic information from the CDE's latest School Performance Framework for CIVICA Academy - Colorado based on data for the 2022-23 school year:

6226: CIVICA Colorado | 3110: Johnstown-Milliken RE-5J — Middle School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	92	96.0%	747.8	69	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	19	95.0%	738.4	45	0.50/1	Approaching
	Minority Students	29	100.0%	744.9	61	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
CMAS - Math	All Students	94	98.0%	732.7	54	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	19	95.0%	726.2	36	0.50/1	Approaching
	Minority Students	29	100.0%	732.7	54	0.75/1	Meets
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	14.50/20	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	79	50.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	24	47.0	0.50/1	Approaching
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
CMAS - Math	All Students	81	61.0	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	24	63.5	0.75/1	Meets
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	13.25/18	Meets

This page displays the performance indicator data for the middle school level. Calculations are based on state assessment results from 2022-23.

Figure 12. CIVICA Academy - Colorado - Middle School

6226: CIVICA Colorado | 3110: Johnstown-Milliken RE-5J High School - (1 Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
Colorado PSAT - Evidence Based Reading & Writing	All Students	37	95.1%	469.7	57	6.00/8	Meets
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	n < 16	-	-	-	0.00/0	-
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
Colorado PSAT - Math	All Students	37	95.1%	415.1	17	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0.00/0	-
	Minority Students	n < 16	-	-	-	0.00/0	-
	Multilingual Learners	n < 16	-	-	-	0.00/0	-
	Students with Disabilities	n < 16	-	-	-	0.00/0	-
TOTAL		*	*	*	*	10.00/16	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
Colorado PSAT/SAT - Evidence-Based Reading & Writing	All Students	n < 20	-	0.00/0	-
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	n < 20	-	0.00/0	-
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
Colorado PSAT/SAT - Math	All Students	27	45.0	4.00/8	Approaching
	Free/Reduced-Price Lunch Eligible	n < 20	-	0.00/0	-
	Minority Students	n < 20	-	0.00/0	-
	Multilingual Learners	n < 20	-	0.00/0	-
	Students with Disabilities	n < 20	-	0.00/0	-
English Language Proficiency	English Language Proficiency	n < 20	-	0.00/0	-
	On Track to EL Proficiency	n < 20	-	0.00/0	-
TOTAL		*	*	4.00/8	Approaching

This page displays the performance indicator data for the high school level. Calculations are based on state assessment results from 2022-23.

Figure 13. CIVICA Academy - Colorado - High School

American Legacy Academy

The third charter school supported by Academica in Colorado is American Legacy Academy will be a K-8 campus in the 2024-25 school year located in Windsor, Colorado in the Weld RE-4 school district. American Legacy Academy was founded in 2023.

Since American Legacy Academy just opened in the most recent 2023-24 school year, the CDE was unable to publish any academic information for American Legacy Academy since it was not yet operating as a school during the 2022-23 school year.

(2) An explanation and evidence of EMP's capacity for successful expansion;

Academica is an experienced education management provider that provides comprehensive, professional management of non-academic school functions. Academica's goal is to provide support to relieve charter schools from the administrative and compliance burdens that would otherwise

detract from their educational mission. Academica was selected by the CtF based on Academica's long-term success serving a variety of K-12 student populations to help charter schools achieve academic excellence. Academica works with parent groups, community leaders, non-profit organizations, and public charter schools to replicate successful models of high-performing schools. Academica's mission is to give students from all backgrounds and socio-economic groups access to free, high-quality public education.

As an EMP, Academica does not make decisions on school or campus expansions. Academica is willing to consult with networks and schools it supports to discuss their strategic visions, desired impacts, and growth plans as appropriate. Broadly, the five-year growth plan is most likely to focus on organically expanding to include campuses in communities that have a high need for educational support, particularly those with economically disadvantaged and underserved student populations.

With nearly a decade of experience in opening and managing public charter schools in Colorado, Academica has the capacity to support the successful opening and managing of the back office business operations of ICA as a public charter school in Elizabeth.

Proven Track Record of Success

Academica Colorado has successfully opened and managed three other charter schools in Colorado. Academica Colorado also has the robust support of other sister Academica organizations in Nevada (experience supporting over 25 public charter schools) and Florida (experience supporting over 100 public charter schools).

Strategic Planning and Implementation

Academica Colorado works with each new charter school to utilize a strategic planning process that involves market analysis, community engagement, and tailored educational models. This process ensures each new school is not only viable but also aligned with the specific needs of the community it serves. For example, engaging with local stakeholders to understand the educational needs and preferences of the community, conducting demographic and competitive analyses to identify the best locations for new schools, and supporting school leaders as the design curriculum and instructional strategies that cater to the unique demographic and cultural characteristics of each community.

Resource Management

Academica Colorado is adept at managing financial, human, and material resources to ensure the smooth operation and growth of the schools they support. Academica has a dedicated team responsible for securing funding through grants, partnerships, and other financial instruments. Additionally, Academica is able to assist schools recruit and retain highly qualified educators and administrators.

Academica also helps to develop and adhere to comprehensive budgets to help ensure the school's financial stability and sustainability, supports implementation of recruitment processes and professional development programs to maintain a high standard of education, and assist each school to access state-of-the-art facilities and learning environments conducive to student success.

Comprehensive Support Services

Academica provides a range of support services to ensure the operational efficiency of each school. These services include administrative services, technology integration, and compliance monitoring.

On the administrative side, Academica offers expertise in areas such as accountability (*compliance with state and grant reporting*), accounting and bookkeeping (*budgets and financial forecasts*), board management (*agendas, notices, and minutes*), charter development and support (*amendments and renewals*), facilities maintenance, school programs (*National School Lunch Program*), teacher recruiting, payroll, and benefits, procurement (*furniture, curriculum, and technology*), public relations and marketing (*student enrollment*), registration and student information systems, and strategic planning and governmental relations.

Community and Stakeholder Engagement

A key component of Academica's expansion strategy is engaging with community stakeholders to build strong relationships and ensure community support. Academica employs a collaborative approach, involving parents, local businesses, and community leaders in the planning and development stages. This engagement ensures that schools such as ICA are well-supported and integrated into the community, leading to higher enrollment and retention rates.

Conclusion

Academica's capacity to support the successful expansion of public charter schools is well-documented and multifaceted. Academica's experience, strategic planning, effective resource management, comprehensive support services, and strong community engagement practices collectively ensure that each new school is positioned for success. By leveraging these strengths, Academica continues to expand its network of high-performing charter schools, providing quality education to diverse communities.

(3) An explanation of existing or potential conflicts of interest between the governing board of the district charter school and the EMP;

There are no identified existing or potential relationships that would pose actual or perceived conflicts of interest between the Board of the district charter school and the EMP at this time. If such a relationship arises in the future, however, the governing board of the district charter school will adhere to its conflict of interest and code of ethics policies to prevent and mitigate any perceived conflicts.

(4) A copy of the actual or proposed performance contract between the district charter school board and the EMP that specifies performance evaluation measures, methods of contract oversight and enforcement, compensation structure and fees, and conditions for contract renewal and termination.

Academica will execute its responsibilities as outlined in the service agreement with the ICA Governing Board, aligning its efforts with ICA's vision and mission. The detailed Charter School Services and Support Agreement, available in **Attachment L**, specifies contract oversight, enforcement methods, compensation structure, fees, and conditions for contract renewal and termination.

Direction and Autonomy

Academica will operate under the direction of ICA's Governing Board, ensuring the School's academic program, staffing needs, and curriculum remain under the Board's complete autonomy and control. Academica's experienced team will provide comprehensive services for every aspect of charter school establishment and operation, including:

- **Pre-Charter Approval:** Assistance with charter application, training, corporate establishment, coordination, and budget forecasting.
- **Financial Services:** Bookkeeping, accounting, budget preparation, cash flow projections, financing, credit facilities establishment, capital outlay plans, and audit coordination.
- **Human Resources:** Identifying staffing needs, payroll coordination, and governmental compliance.
- **Public Relations and Marketing:** Brand development, student recruitment strategies, and school climate surveys.
- **Board Facilitation:** Coordination of board meetings, trainings, public notice compliance, and open meetings compliance.
- **Governmental Liaison:** Engagement with charter sponsors, municipal, state, and federal agencies, advocacy, and reporting.
- **Facilities:** Site selection, acquisition, school design, development, land use approvals, award-winning facilities access, fire and security compliance, and future facility planning.
- **Strategic Planning and Implementation:** Long and short-term planning, budgeting, strategic positioning, market identification, and program scaling.
- **Accountability:** Charter compliance, reporting fulfillment, renewals, site inspections, quality assurance, and statutory compliance.

Academica ensures that the School's Governing Body has complete autonomy and control over the School's academic program, staffing needs, and curriculum.

Prohibited Services

As part of the commitment and relationship between ICA and Academica, it is expressly understood and agreed that Academica will NOT perform any of the following services:

- Employ the Principal or any licensed personnel.
- Draw orders for payment, which is the responsibility of the school's Board and Principal.
- Use ICA fees to benefit or subsidize schools outside Colorado.
- Condition the school's lease and management contract upon one another.

Fee Structure

Academica's fees are based on a per-pupil charge, ensuring that services scale with enrollment. For example, a larger student body requires a larger facility and a consequential increase in facilities management services. A larger student body requires more staff and an increase in Human Resources-related services. A larger student body requires more equipment and fixtures which creates an increase in procurement, budget management, and bookkeeping services.

This model complies with State law by aligning fees with actual services provided, avoiding increases tied to school funding changes. A provision allows fee adjustments in cases of financial hardship.

Evaluation and Renewal

The ICA Governing Board and administration will annually evaluate Academica's performance to determine the continuation and renewal of services. The evaluation will use a detailed Academica Service Evaluation Rubric for each department/service, included in **Attachment M**. This structured evaluation ensures that Academica's support aligns with ICA's goals and standards, maintaining high-quality service delivery.

LBD-R Item 15: Additional Information

15(a) Provide any additional information that might be helpful in supporting the application to establish a district charter school.

Independence Classical Academy hereby agrees and understands that, if approved and, in accordance with state law, ICA will be a public school accountable to the Board of Education. Furthermore, ICA hopes to develop a close working relationship with the District staff and Board of Education, coordinating student enrollment efforts and facilitating smooth student transitions to and from ICA and other district schools. ICA will comply with all reporting requirements to the Board of Education to assist in monitoring ICA's financial, educational, and organizational success.

Adopted March 10, 2005
Revised June 1, 2006
Revised October 13, 2014
Revised August 10, 2015
Revised February 13, 2023
Revised November 13, 2023

Relations with District Charter Schools
(Procedures for Establishment, Review, Renewal, Revocation and Closure)

A. Application requirements

Prerequisite for filing application

A district charter school applicant must demonstrate that a majority of the proposed district charter school's pupils will reside in the chartering school district or in contiguous school districts in order to apply for or be granted a charter.

Intent to apply

At least 30 days before submitting an application, applicants must file an intent to apply form (LBD*-E) with the district.

Timeline for submission of application

For the purposes of this regulation, any date that falls on a weekend, legal holiday, or a day school is not in session is extended to the next school day.

In accordance with this regulation, a district charter school applicant shall submit an application to the district from June 1 through August 1 between [*business hours]* or by *[time]* the first business day following August 1 of the year preceding the proposed opening of the district charter school. This allows time for district administrator(s) to review the application for completeness and a review by the district accountability committee before the application is officially submitted to the board. However, the Board and the applicant may jointly waive or modify this timeline.

Contents of the application

In accordance with state law, the approved district charter school application will be the basis for negotiating a contract between the district and the district charter school. At a minimum, the application shall include the following:

1. Intent to apply form (exhibit LBD*-E)

2. Executive summary

Provide an executive summary that outlines the elements of the application and provides an overview of the proposed charter school.

3. Vision and mission

Provide a copy of the vision and mission statements of the district charter school and a description of the process used to develop the statements.

4. Goals, objectives and student performance standards

State the proposed four-year goals for the district charter school including timelines. Describe the process used to identify the goals. The goals shall address accreditation performance indicators and applicable goals and standards in federal law.

5. Purpose and evidence of support

State the purpose for the district charter school and a geographic description of the area of intended service.

Provide evidence that an adequate number of parents/guardians and students support the formation of the district charter school. Where possible, this evidence shall be shown in aggregate (by grade level and school), without disclosing personally identifiable student information.

6. Student achievement and curriculum

Describe the district charter school's educational program, student performance standards and curriculum that shall provide students with the educational experiences necessary to achieve the standards.

Detail the plan for academic accountability, including a description of measurable annual targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Describe the curriculum to be used in the district charter school, including a list of the objectives and means of measuring student performance for each subject and each grade level.

Describe the district charter school's procedures for taking corrective action in the event that student performance at the school falls below the specified targets for the measures used to determine the levels of attainment of the accreditation performance indicators.

Describe the policies regarding student discipline, expulsion and suspension that are consistent with the intents and purposes of state and federal law.

Describe the plan for addressing the needs of students with special needs, including budget and staff requirements. The plan shall include identifying and meeting the learning needs of at-risk students, students with disabilities, gifted students and English language learners.

Describe the manner in which the district charter school will collect and use longitudinal assessment data in determining and improving the academic progress achieved by district charter school students.

7. Criteria for enrollment decisions

Consistent with state and federal law, describe the enrollment policy and the criteria for enrollment decisions.

8. Governance and decision making

Describe the governing body, including a detailed description of the relationship between the district charter school and the school district.

Consistent with state law, describe the types and extent of parental, professional educator and community involvement in the governance and operation of the district charter school. Provide information on how the district charter school will be accountable to the public.

Describe expectations and plans for ongoing parent and community involvement.

Provide draft bylaws for the district charter school.

9. Employment plan and practices

Describe the employment policies of the district charter school including a description of the qualifications for licensed and classified employees, employee compensation schedule(s), recruitment and selection procedures, plan(s) for resolving employee relation problems, and the relationship that will exist between the district charter school and its employees.

10. Financial data, facilities and transportation

Provide necessary evidence that the plan for the district charter school is economically sound.

Include a proposed budget for a term of at least five years and a description of the manner in which an independent annual audit of the financial statements is to be obtained, consistent with state and federal law. The proposed budget shall include all information and data necessary for the district and Board to understand how the district charter school will fund all of its operations during the term of the charter. A student fee schedule should be included in addition to a proposed schedule of cash flow.

Detail the plan for fiscal accountability.

Describe the services the district charter school plans to purchase from the district.

Provide a detailed summary of all insurance coverage, which shall include workers' compensation, liability insurance, and insurance for the facility and its contents, and a proposal regarding the parties' respective legal liabilities.

Describe the facilities to be used, the reasonable costs of the facilities, and the way they will be obtained and maintained. Include any contracted services and the proposed contractor.

Describe the proposed student transportation system and food services program, including the contract if services will be provided by a second party. If transportation or food services are to be provided by the district charter school, include a plan for addressing the needs of low income students, complying with insurance and liability issues and complying with state and federal law.

Address whether the district charter school seeks authority to impose a transportation fee on enrolled students and if so, describe the circumstances and procedures by which the district charter school will impose such a transportation fee.

11. Dispute resolution

Describe the process consistent with state law that will be used to resolve disputes that may arise between the district and the district charter school.

12. Requested "automatic waivers" under state law

List the state laws and regulations included in the State Board of Education's list of "automatic waivers" that the district charter school requests.

13. Requested waivers that are not "automatic waivers" under state law

List the district policies for which waivers are requested. Include the reasons for each request.

List the state laws and regulations for which waivers are requested. Include the reasons for each request.

Include a statement saying how the district charter school plans to comply with the intent of the statutes, rules and policies that are waived.

14. Education management provider, if applicable

Include the following information if the district charter school intends to contract with an education management provider (EMP):

- a summary of the performance data for all current schools of the EMP, including documentation of academic achievement and school management success
- an explanation and evidence of EMP's capacity for successful expansion
- an explanation of existing or potential conflicts of interest between the governing board of the district charter school and the EMP
- a copy of the actual or proposed performance contract between the district charter school board and the EMP that specifies performance evaluation measures, methods of contract oversight and enforcement, compensation structure and fees, and conditions for contract renewal and termination.

15. Additional information

Provide any additional information that might be helpful in supporting the application to establish a district charter school.

Submission procedures

No application fee will be charged by the Board.

The applicant must provide two original copies of the completed application printed single-sided on white paper, not stapled, or an electronic copy of the application.

At least 30 days prior to submitting an application, the applicant shall complete the intent to apply form (exhibit LBD*-E) and provide the completed form to the district's designated administrator(s).

Between June 1 and August 1 of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district's designated administrator(s). By August 15, or the next school day after August 15, the district administrator shall review the application to determine whether all components required by law and policy have been addressed and if the application is deemed incomplete, the district administrator will document the missing components in a written notice to the applicant. Applicants shall be allowed 15 days from the date of receipt of such notification to provide the missing information. Alternatively, the applicant may elect to withdraw the application or submit a complete application in a future year.

If the application is deemed complete, the district administrator will indicate the date the applicant filed the initial application and forward the application to the district accountability committee.

Review by district accountability committee

The district accountability committee shall review an application before submission to the Board. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school. The district accountability committee will have at least 15 days, if possible, to review the application prior to review by the Board. Upon the committee's completion of its review, the designated district administrator(s) shall forward the application to the Board for review at the next regular Board meeting.

Review by the Board

The Board shall not accept or consider an incomplete application nor shall the Board take action on an application if the information deemed necessary by district administration to complete the application is not received within the 15 day period allowed by state law. Statutory timelines for Board action upon a complete district charter application shall commence when the district's designated administrator(s) receives the initial charter application from the charter applicant. The parties may mutually agree to waive any deadlines during the application process, including extending the deadline for Board consideration of the application.

Once a complete application has been accepted by the Board, the Board will interview the district charter applicant. Interviewing the applicant does not preclude the Board from requiring the applicant to submit additional information or documentation.

Public meetings

After giving reasonable notice, the Board shall schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application.

Decision on the district charter application

The Board shall make a decision on a complete district charter school application by resolution in a regular or special Board meeting by October 15 or such deadline as may be mutually agreed upon by the Board and the applicant. The Board may approve, approve with conditions, or deny the district charter application.

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board's reasons for imposing the conditions unilaterally.

If the application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant's failure to satisfy all of the Board's conditions shall result in the Board's denial of the application.

If the application is approved, the district charter shall be granted for a period of at least four academic years.

If the application is denied or if the Board does not review the application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is approved, the Board will send a copy of the approved district charter to the Department of Education within 15 days after Board approval of the application.

Negotiations

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and all terms agreed upon by

September 30, or 90 days after the Board resolution approving the district charter application, whichever is later.

B. Annual performance review of district charter

The district's administration shall create a process for and ensure an annual review of the district charter school's performance.

At a minimum, the review shall include the district charter school's progress toward meeting the objectives of its accreditation plan and the results of the district charter school's most recent annual financial audit.

If the district charter school is required to implement a turnaround plan for a second consecutive school year, it shall also present the turnaround plan, a summary of changes made to improve its performance, and evidence that it is making sufficient improvement to attain a higher accreditation category within two school years or sooner.

The district charter school shall receive written feedback from the annual review and a copy shall be given to the Board for consideration in any decision to renew, revoke, or renegotiate the district charter.

C. Renewal of a district charter

Each district charter shall be provided a copy of these renewal procedures and timelines and receive a copy of any subsequent revisions to the procedures or timelines.

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires.

The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student performance standards, content standards, targets for the measures used to determine the levels of attainment of the accreditation performance indicators, and other terms of the district charter contract and the results achieved by the district charter school students on state assessments.

The renewal application shall also include a financial statement that discloses the costs of administration, instruction and other spending categories for the school; and any information or materials resulting from the district's annual review of the district charter school.

The Board shall rule by resolution on the renewal application no later than February 1 of the year in which the district charter expires or by a mutually agreed upon date.

D. Revocation of a district charter

A district charter may be revoked or not renewed by the Board if the Board determines that the district charter school did any of the following:

1. Committed a material violation of any of the conditions, standards or procedures in the contract;

2. Failed to meet or make adequate progress toward achievement of the goals, objectives, content standards, pupil performance standards, targets for the measures used to determine the levels of attainment of the student performance indicators, applicable federal requirements, or other terms identified in the contract;

3. Failed to make sufficient improvement to attain an accreditation category higher than turnaround status within two school years or if the district charter school is required to implement a turnaround plan for a third consecutive school year;

4. Failed to meet generally accepted standards of fiscal management; or

5. Violated any provision of law from which the district charter school is not specifically exempt.

The school district administration shall provide the Board and district charter school a written recommendation concerning whether to revoke or renew the district charter, including reasons supporting the recommendation. The recommendation shall be submitted at least 15 days prior to the date the Board will consider action to revoke or renew the district charter.

If the Board revokes or does not renew a district charter, the Board shall state its reasons for doing so in writing.

E. Closure of a district charter school

Following nonrenewal or revocation of a district charter school's charter, the school district shall, when practicable, allow the district charter school to continue to operate through the end of the school year. However, if the Board determines it is necessary to close the district charter school prior to the end of the school year, the school district

shall work with the district charter school to determine an earlier closure date.

The school district shall work with the parents of students enrolled in the district charter school to ensure that students are enrolled in schools that meet their educational needs, whether such enrollment need happen midyear or at the end of a school year.

The school district shall also work with the district charter school to ensure the district charter school meets its financial, legal and reporting obligations during the period of time that the district charter school is concluding its operations.

Adopted October 13, 2014
Revised February 13, 2023

Intent to Apply to Become a District Charter School

Instructions: All district charter school applicants must file this intent to apply form with the district at least 30 days before submitting an application to the Board of Education. The intent to apply form may be returned by email to rolsen@esdk12.org or hbooth@esdk12.org. This form should also be the first document included in the district charter school application.

Date: 07/02/2024
Name of proposed district charter school: Independence Classical Academy
Name of education management provider (EMP), if applicable: Academica Colorado LLC
Contact person: Candy Putch - Board President
Mailing address: 7131 S. Shenandoah Dr.
City: Elizabeth State: CO Zip: 80107
Daytime phone: 303 - 898 - 4681 Fax: _____
E-mail: candymputch@aol.com

Please respond to the following:

1. Applicant(s) has/will file an application to charter this school or a substantially similar school with other authorizers: ☐ Yes ■ No

If yes, please list the other authorizer(s): _____

2. Applicant(s) submitting this form:
   - ■ is incorporated in Colorado as a nonprofit
   - ☐ has filed application to become a Colorado nonprofit
   - ☐ (state type of entity, if other than above): _____

3. If applicant intends to contract with an EMP, the corporate status of the EMP is:
   - ☐ incorporated in Colorado as a nonprofit
   - ☐ has filed application to become a Colorado nonprofit
   - ■ (state type of entity, if other than above): Limited Liability Company

4. The proposed district charter school will be located within the boundaries of the school district in which this intent to apply form is submitted:
■ Yes ☐ No, the proposed district charter school will be located in _____.

INDEPENDENCE CLASSICAL ACADEMY

A philosophy rooted in tradition

A proposed k-12 Tuition Free Public Charter School

Near CR 158 and Delbert Rd Elizabeth, CO 80107



Our Mission

The mission of Independence Classical Academy is to partner with families to train the minds and improve the hearts of students through a rigorous, classical education in the liberal arts, math, and sciences, with instruction in the principles of moral character and civic virtue.

Our Vision

The vision of Independence Classical Academy is to be a premier classical education school characterized by a body of students obtaining high academic achievement; enhanced critical thinking skills; moral character; compassion for others; and a capacity to know the good, the true, the beautiful, and the perfect.

Our Motto

Learn the true. Do the good. Love the beautiful.

EXPRESS YOUR INTEREST TODAY!

Foundation Stones

RESPECT

Showing consideration for others and their property; listening to and following instructions of those in authority; honoring others; following the Golden Rule; being courteous and polite.

RESPONSIBILITY

Doing what we have said we will do; being accountable for our actions and consequences because we know right from wrong; being dependable and reliable; not making excuses or blaming others.

CITIZENSHIP

Using the rights and privileges one has as a member of the community to make that community a better place; being socially responsible; obeying the laws and rules; doing one's part for the common good; respect authority; helping your community by volunteering service.

SELF CONTROL

Being rational - acting out of reason, not anger; knowing the difference between what you have a right to do and what is right to do; being in control of yourself, not letting others influence your decision as to what is right or wrong; being disciplined; having power over what you do.

INTEGRITY

Knowing the difference between right and wrong and having the courage to do what is right, even when it is not easy to do so; living up to the highest ethical standard; not compromising one's value; building and guarding your reputation.

COOPERATION

Listening and paying attention to others, sharing and taking turns, doing a fair share of the work, acknowledging the contribution of others; serving others with patience and a positive attitude; working well with others.

PERSEVERANCE

Sticking to a purpose and never giving up on what one has to do; being determined to improve; being committed to justice; not leaving things unfinished; striving for excellence.

Contact Us

www.IndependenceClassicalAcademy.org

Board@IndependenceClassicalAcademy.org

www.facebook.com/IndependenceClassicalAcademy

What is Classical Education?



How to Think, Not What to Think.

By classical education, we refer to the type of education developed and passed down through centuries, from the ancient Greeks, to our Founding Fathers. Classical education describes the time-tested curricula, materials, methods, and aims traditionally used to educate our youth, and serve to build and preserve our Western civilization. This liberal-arts tradition includes teaching objective standards, the instillation of real knowledge, and instruction in moral character and civic virtue. Classical schools seek to cultivate virtuous habits of thought and action in order to orient students' minds and affections to the true, good, beautiful, and perfect.

The time-tested classical model achieves these aims through a curriculum that emphasizes the histories, literary works, and achievements that shaped our society and inform our understanding of what it is to live a meaningful life. It challenges students to master the works and subject matters of Western civilization's greatest thinkers. In the true and original sense of the liberal arts, it provides an education that is fitting for free men and women, and that fits them to be free. It prepares youth to become flourishing individuals capable of personal self-governance. It fortifies the foundations for political self-governance in our Republic, so that future generations may profit from its strength and longevity.

INDEPENDENCE CLASSICAL ACADEMY

A philosophy rooted in tradition

A proposed k-12 Tuition Free Public Charter School
Elizabeth, CO

Contact Us
Board@IndependenceClassicalAcademy.org
www.IndependenceClassicalAcademy.org

Why ICA?

What sets Independence Classical Academy apart from other educational options in Elizabeth? What is our educational model? How do our core values influence an enhanced learning environment?

Independence Classical Academy will offer a classical education for students in grades K–5 (adding one grade per year until fully reaching K–12). All students will study literature, mathematics, history, the sciences, the fine arts, Latin, and physical education. Students will gain a solid foundation in the core subjects and become Exemplary Leaders who are taught HOW TO THINK, not WHAT TO THINK.

Academic and personal integrity are essential to the success of our educational mission. ICA will partner with parents to develop the student's intellect and character by grounding them in strong morals and responsible citizenship. By investing years of character education into the lives of its students, ICA will provide scholars with the moral tools needed to live in a democratic republic and share in common virtues.

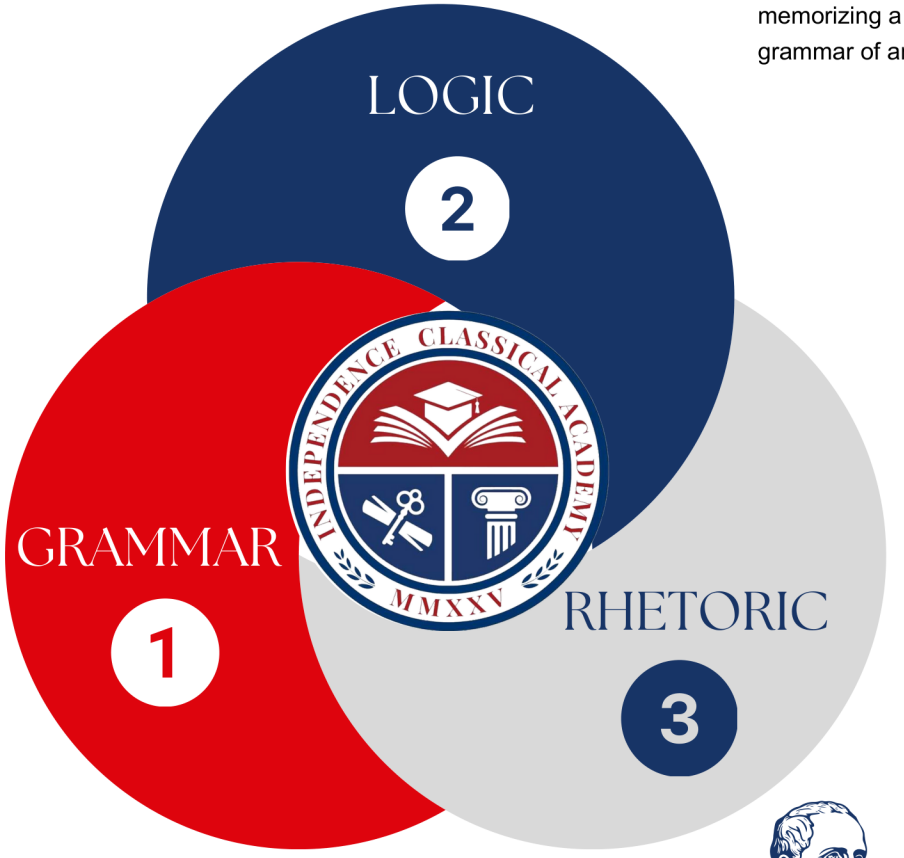
"Shall we just carelessly allow children to hear any casual tales which may be devised by casual persons, and to receive into their minds ideas for the most part the very opposite of those which we should wish them to have when they are grown up? We cannot…Anything received into the mind at that age is likely to become indelible and unalterable; and therefore, it is most important that the tales which the young first hear should be models of virtuous thoughts…"

-PLATO'S REPUBLIC

Contact Us
Board@IndependenceClassicalAcademy.org
www.IndependenceClassicalAcademy.org

The TRIVIUM (or how to learn) is in three parts:

INDEPENDENCE CLASSICAL ACADEMY



GRAMMAR

This is the first part in how to learn and it is characterized by memorizing a broad range of facts and soaking in knowledge. The grammar of any subject area is its facts, its fundamental parts.

LOGIC

This is gaining understanding by asking “how, what, why” of the grammar that was previously learned.

RHETORIC

This is the “and what does it mean” and “how do I express that” part of the learning process.

Contact Us
Board@IndependenceClassicalAcademy.org
www.IndependenceClassicalAcademy.org

CURRICULUM INDEPENDENCE CLASSICAL ACADEMY

At ICA, a commitment to the Core Knowledge Sequence and classically-oriented curricula, virtue-focused character education, professional classroom instructors, and extraordinary parental engagement will prepare ICA graduates for successful citizen leadership.

CORE KNOWLEDGE

ICA will follow the Core Knowledge Sequence© in grades k-8. This curriculum encompasses language arts, mathematics, science, history, geography, fine arts, and physical education.

Core Knowledge is founded on the idea the ease with which one learns new information is highly determined by the amount of background knowledge one has already learned on a given topic. The more you know, the more you can learn. Reading with comprehension, speaking and writing fluently, and critical thinking all rely on a rich vocabulary and broad knowledge base. The curriculum is characterized by knowledge that is:

- Context-rich – lasting, unchanging knowledge such as important events of world history;
- Cumulative – a planned progression building on students' previous knowledge and eliminating excessive repetition and gaps;
- Content-specific – clearly defined knowledge at each grade level ensuring fairness for all students;
- Coherent – explicit knowledge identifies what children should learn at each grade level to ensure an articulated approach to building knowledge across all grade levels.

THE GREAT BOOKS

It is not because they are old, but because they add to the enduring conversations about life. The great books seek to answer the hard questions of life. How ought we live? How ought we order things? How ought we engage with one another? Stemming from the great books is the backbone of civil discourse itself. Reclaiming the great books for young minds teaches them first how to listen, then how to think, and finally how to persuade.

PHONICS

Phonics instruction teaches children how to decode letters into their respective sounds, a skill that is essential for them to read unfamiliar words by themselves.

Explicit – directly teaching children the specific associations between letters and sounds, rather than expecting them to gain this knowledge indirectly.

Systematic – English has a complicated spelling system. It is important to teach letter sound mappings in a systematic way, beginning with simple letter sound rules and then moving onto more complex associations.

Contact Us
Board@IndependenceClassicalAcademy.org
www.IndependenceClassicalAcademy.org

SINGAPORE MATH

Singapore Math is a cohesive, deep, and focused mathematics curriculum for kindergarten through seventh grade with the goal of developing algebraic thinking. In typical U.S. math programs, students get a worked example, then solve problems that very closely follow that example, repeating all the same steps with different numbers.

In U.S. math programs, concepts and skills are more compartmentalized within and across grade levels than in Singapore math, where a strong sense of connectivity to past learning is woven throughout.

Singapore math not only helps students become more successful problem solvers, it helps them gain a sense of confidence and resourcefulness because it insists on conceptual depth. This naturally prepares students to excel in more advanced math.

HISTORY

At ICA, students of history will become armed with background knowledge and sufficient analytical skills to objectively evaluate our nation's place in the world through a deep appreciation of its history, and intensive study of related civilizations including their rising and falling. They will be able to grasp nuances of relevant cultures including their languages, religions, governments and economies.

This means more than learning dates and important historical figures. It is the story of how people subsisted, how economies worked, and what influenced the growth and decline of civilizations. This necessarily includes geography, agriculture, economics, technology, health, transportation, and other factors.

FINE ARTS

Classical educators understand the importance of truth, beauty, goodness, and perfection and there is no better way to cultivate a love and appreciation for beauty than by learning to create beauty for oneself. When a student learns to make music or paint, they also learn to see and enjoy the details and skill in someone else's music and art. The fine arts also overlap, perhaps inextricably, with the liberal arts. For instance, the fine arts of painting and music also express ideas — the goal of rhetoric — and music is itself listed as one of the liberal arts.

LATIN

Latin is both a language and a discipline. Decoding Latin instills logical and precise thought. The goal of Latin instruction at ICA will be to empower students to think, speak, and write with clarity and precision in English thereby expanding their vocabulary as well as their world.

Contact Us

Board@IndependenceClassicalAcademy.org

www.IndependenceClassicalAcademy.org

Points to Ponder

Education & Our Children

INDEPENDENCE CLASSICAL ACADEMY

• *Do you think there is value, to both students and their parents, to have meaningful homework assignments?*

•*Do you think it is important for students to be proficient in math and reading at their assigned grade levels?*

• *Do you think wearing appropriate school attire can influence learning and performance?*

• *Do you think reinstating a PTCO (Parent-Teacher-Community Originization) in Elizabeth would be a positive endeavor?*

• *Do you believe state funds for education should 'follow the child' and be available to use at alternative educational institutions?*

• *Do you think human interaction is important to the development of children? Is the current overuse of cell phones and other electronic devices negatively impacting children's mental health?*

• *Do you think cursive writing should be a part of elementary curriculum?*

• *Do you feel a foundation in virtue and morality is important to a child's overall development?*

• *Do you think the type of American history currently being taught in most schools adequately equips children to appreciate their heritage and become exemplary citizens or Americans?"*

• *Do you feel the introduction of leadership skills and the concept of responsibility can better prepare children for success in their lives?*

• *Do you believe 'intellectual curiosity' is an important factor in education?*

Contact Us
Board@IndependenceClassicalAcademy.org
www.IndependenceClassicalAcademy.org

Attachment D - Letters of Support

Kaleb and Ashley Kittrell

34228 Columbine Trl. E
Elizabeth, CO 80107

ashleywolfe335@gmail.com

August 21, 2024

Elizabeth School District Board of Education

Dear Members of the Elizabeth School District Board of Education,

We are writing to express our strong support for the charter application of Independence Classical Academy. Our children's education is one of the most important decisions we will make as parents, and we believe that the Independence Classical Academy aligns with not just our values and preferred method of education, but many others as well.

As Elizabeth continues to grow, it is essential to plan proactively for future educational needs. The proposed Independence Classical Academy, represents a timely and valuable addition to our community.

This new charter school will enhance educational diversity and choice for our children. We fully support the establishment of Independence Classical Academy and believe it will be a significant asset to the Elizabeth School District.

Thank you for considering this important application.

Sincerely,
Kaleb and Ashley Kittrell

August 23, 2024

To Whom It May Concern:

I am a 40-year resident of Elbert County. I am so glad to hear that a new charter school is finally coming to our school district. I fully welcome Independence Classical Academy as a new school of choice that is coming to the Elizabeth area. Elizabeth and Elbert County are growing so fast that we need another school, and that area is a great location for it. The school has an excellent mission which I whole-heartedly support.

Parents will be appreciative and thankful to have another choice to consider when they look to place their child in a school in Elbert County, and this school looks to provide an excellent education for our kids.

Nancy Wiswell

August 26, 2024

Dear Elizabeth School District Board of Education,

I am writing this letter as evident of my strong support for the new "Classical" charter school proposed to come to Elizabeth. For many years now I have heard people in the community speak of their desire to have a classical education option for their children.

One reason for this desire is the obvious decline in the quality of education nation wide with the advent of 'Common Core' and other educational philosophies that have crept into our public school system. As scores have plummeted across this nation it appears that schools who have stuck with classical educational techniques have produced the most children with the best foundation for further education. For example Liberty Common School in Fort Collins has for years now, been a leader for the highest test scores in Colorado.

In addition to the excellent curriculum we have an opportunity to stay ahead of our growing population. This charter school will allow us to have a place for new students to move into. It is a chance to give our community a choice for their children. What better time than now to plan for a new school ? Better yet a school modeled after a **proven** successful curriculum and philosophy of education.

I hope that you will seriously consider all the positive reasons to move forward with the Independent Classical Academy Charter School in Elizabeth school district.

Respectfully,

Deanna Miller
13995 County Rd 154 Kiowa Co 80117
303-588-3434

To Elizabeth School District Board of Education,

I was very excited to hear that you are considering a Charter School application for Independence Classical Academy. I strongly recommend that you approve this Charter School so we can have many choices for our parents and students of the Elizabeth community. We have a community that is growing fast in Elizabeth and I think it would be a very good idea to start this school to serve our community. This will help the existing schools in the Elizabeth School District to prevent overcrowding, and teacher/staff burnout.

As a resident of Elizabeth for 24 years, a former employee of Elizabeth School District and a parent of former students of Legacy Academy; I can attest to the success and excellent education of a Charter School.

Thank you for your consideration.

Sincerely,

Amy Green

Good Evening! My name is Amber, I am a resident of Elizabeth, CO. It's been brought to my attention the new Independence Classical Academy may be under way within our community, in a nearby neighborhood, and I very much support this new development of the school. I have 3 school aged children I would like to send to your school, or at least 2 of them as I'm not sure it will go through high school that quickly, but if it does I'll be sending all 3 of my kids.

I truly hope this new school becomes a reality for our community!

Thanks!

Amber Boom

To: Board of Education
Elizabeth School District
Elizabeth, CO 80107

From: Jan Tanner
5611 County Rd 146
Elizabeth, CO 80107
(303) 841-2949

This letter is in response to the request for support of the proposed Independence Classical Academy.

As a citizen of Elbert County and a former public school educator, I give my total support for a charter school to open in the Elizabeth area. It is a pleasure to read the Mission Statement, the Vision Statement and the Motto of the proposed school. These statements align with my values.

Our community has seen much growth over the past few years, and with that growth comes children in need of education and a place to pursue that education. Classical education is necessary in order for them to become citizens who are compassionate, patriotic, critical thinkers, considerate of others and their perspectives, and will become productive contributors to society with the confidence and ability to become leaders as they mature. We need to have future members of our local community as well as of communities beyond Elbert County who can offer services, skills and economic benefits. Students need to be exposed to role models who demonstrate the respect, work ethic and the ideals grounded in our country's Constitution. Children need to learn **how** to think, not **what** to think.

Families deserve to have a variety of schools from which to choose. The Independence Classical Academy will offer a local option currently unavailable, yet needed.

I sincerely hope you'll approve the application to open the charter school which is being submitted by the board members of the Independence Classical Academy.

Sincerely,
Jan Tanner

40502 Blue Bell Trail

Elizabeth, Colorado 80107

August 23, 2024

Eliazbeth School District Board of Education

As Elbert County residents, my wife and I strongly support the proposal to establish the Independence Classical Academy. Our need for schools will grow as the county population increases, and we believe that charter schools have proven to be a successful concept.

While I have great confidence in, and strongly support, superintendent Dan Snowberger, the challenges our school systems face are significant. We feel that the freedoms charter schools have, and their ability to demand more of their students is wonderful. Too often our public schools do not perform to our expectations.

We realize that there are numerous reasons for poor educational performance, and that changing the districts' performance will be a slow, difficult, and expensive process. We also feel that the flexibility of charter schools allows higher performance without the difficult process of district wide changes and at reasonable expense.

We totally support the addition of Independence Classical Academy,

James F Buhl

D Kelli Buhl

Alexander Ministries International, Inc.

Dr. Jimmy & Anne Alexander ***website*** - *alexanderministries.com*

office phone - 719-269-3223 ***email*** - *alexandermin@msn.com*

I am writing this letter to place support to the proposed Independence Classical Academy as a new charter school in Elizabeth, Colorado.

In this era of failing education from the larger portion of the National Education Association, and the failing public schools to produce a quality education for students, I am wholeheartedly in support of this new charter school which promises to bring respect for authority and others by following good responsible citizenship for young people. I am encouraged that it will bring rational understanding of right and wrong and integrity to know the difference between the two. I believe if this school is brought forward it will assist the younger generation to assist in the initial plan of the founding fathers of our nation to educate young minds to be moral, purposeful members of our society that can help forward the purpose of life, liberty and the pursuit of happiness with justice and excellence.

I want to encourage all the decision makers of this future school to go forward with wholehearted strength and valor.

Sincerely,

Dr. Jimmy C. Alexander

LUTCF

Dear Elizabeth Members of the Elizabeth School District Board,

Thank you for your service. How important it is! The lives of our children are in your hands!

So glad that we will have a school that among many other things will simply teach reading, writing, arithmetic and basic history to develop wider knowledge and wisdom. Likewise, children will learn character building traits that have made families and countries prosperous through many times passed.

What a wonderful opportunity for our students to be guided into becoming confident, secure, and wise adults. Please do support the Independence Classical Academy, and know that you have helped thousands of children to successfully fulfill their hopes and dreams.

Thanks for your time and love of generations to come.

Maria Howard
I subbed for the Los Angeles District for about 30 years

To the Elizabeth School District Board of Education:

I am writing in support of the effort to start a new Charter School in Elizabeth.
I believe it will benefit the community as well as the students and families who choose to attend Independence Classical Academy.

I write as a parent whose 2 youngest children attended Platte River Academy Charter School from its beginning. The Core Knowledge Curriculum was very good for each of them. It was a solid comprehensive foundation to prepare them for High School and beyond, They were both very successful as students, but more importantly they are independent thinking adults with good management and leadership skills and work habits that benefit their lives and their families as well as the greater community. They learned so much from being at PRA that has affected their lives in a positive way.

The Foundation Stones and emphasis on moral character and civic virtue are part of creating a healthy, vibrant, life giving atmosphere where people enjoy learning and are motivated to be good citizens and members of our society.

I believe the proposed school will offer an important choice for the children of Elizabeth.

Sincerely,
Jane Kampsnider
Parent and Grandparent
6754 Esmeralda Dr.
Castle Rock, Co 80108
303-506-1760

To: Elizabeth School District Board of Education

I welcome the Independence Classical Academy coming to the district. We need a new school of choice and I am excited to support this endeavor. We are growing and need a new school to prepare for the coming growth. Many of my friends are looking for a Free, Core Knowledge, Classical, back-to-basics school, that will be modeled after the high achieving Liberty Common school in Fort Collins.

Thank you for your consideration

Personal Support Ministries
Naomi Clarke
Director
P.O. Box 873
Castle Rock, CO 80104
719-649-8748

Colorado Secretary of State

Colorado Secretary of State
ID#: 20241652690
Document #: 20241652690
Filed on: 06/21/2024 08:33:38 AM
Paid: $50.00

Articles of Incorporation for a Nonprofit Corporation

filed pursuant to § 7-122-101 and § 7-122-102 of the Colorado Revised Statutes (C.R.S.)

The domestic entity name of the nonprofit corporation is Independence Classical Academy

The principal office street address is

[redacted]
Elizabeth CO 80107
US

The principal office mailing address is

[redacted]
Elizabeth CO 80107
US

The name of the registered agent is Christina Howell

The registered agent's street address is

[redacted]
Elizabeth CO 80107
US

The registered agent's mailing address is

[redacted]
Elizabeth CO 80107
US

The person above has agreed to be appointed as the registered agent for this entity.

The name(s) and address(es) of the incorporator(s)

Christina Howell
[redacted]
Elizabeth CO 80107
US

Voting members

There are no voting members for the nonprofit corporation.

The distribution of assets for the nonprofit corporation:

Upon dissolution of this corporation, its assets shall be distributed to the for one or more exempt purposes within the meaning of section 501(c)(3) of the Code (or the corresponding section of any future tax code), or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the district court of the county in which the principal office of the corporation is then located exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized and operated exclusively for such purposes.

Additional information the person(s) forming this entity determined to include is attached.

Causing this document to be delivered to the Secretary of State for filing shall constitute the affirmation or acknowledgment of each individual causing such delivery, under penalties of perjury, that the document is the individual's act and deed, or that the individual in good faith believes the document is the act and deed of the person on whose behalf the individual is causing the document to be delivered for filing, taken in conformity with the requirements of part 3 of article 90 of title 7, C.R.S., and, if applicable, the constituent documents, and the organic statutes, and that the individual in good faith believes the facts stated in the document are true and the document complies with the requirements of that Part, the constituent documents, and the organic statutes.

This perjury notice applies to each individual who causes this document to be delivered to the Secretary of State, whether or not such individual is named in the document as one who has caused it to be delivered.

Name(s) and address(es) of the individual(s) causing the document to be delivered for filing

Joshua Miller
[redacted]
Colorado Springs CO 80908
US

Attachment

ARTICLE I

This corporation is organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the Code). Subject to the foregoing, the specific purposes and objectives of the corporation shall include but not be limited to organizing, establishing, and administering a charter school under the laws of the State of Colorado, and engage in fundraising and development activities related to such charter school.

The corporation is organized in accordance with the laws of the State of Colorado and, specifically, the Colorado Revised Nonprofit Corporation Act. The corporation is organized and shall be operated exclusively for charitable or educational purposes. No part of the net earnings of the corporation shall inure to the benefit of any private shareholder or individual, and no substantial part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation (except as otherwise provided in subsection 501(h) of the Code), and the corporation shall not participate in, or intervene in (including the publishing or distributing of statements), any political campaign on behalf of (or in opposition to) any candidate for public office or in any activity not permitted to be carried on (i) by a corporation exempt from federal income tax under Section 501(c) (3) of the Code, or (ii) by a corporation, contributions to which are deductible under Section 170(c) (2) of the Code.

ARTICLE II

The period of duration of the corporation shall be perpetual.

ARTICLE III

The corporation shall have and may exercise all of the rights, powers, and privileges now or hereafter conferred upon nonprofit corporations organized under the laws of Colorado, except as expressly provided in these Articles. In addition, the corporation may do everything necessary, suitable or proper to the accomplishment of any of its corporate purposes. The corporation may conduct part or all of its business in any other part of Colorado, of the United States or the world and may hold, purchase, lease and convey real and personal property in any of such places.

ARTICLE IV

A. The business and affairs of the corporation shall be managed by a board of directors which shall be elected as provided in the bylaws.

B. The initial board of directors shall consist of three to nine persons who shall serve until their successors are elected or appointed.

C. The number of directors may be increased or decreased (but not to less than one) from time to time in accordance with law and with the bylaws of the corporation, but no decrease shall have the effect of shortening the term of an incumbent director.

INDEPENDENCE CLASSICAL ACADEMY
BOARD OF DIRECTORS
2024 BOARD MEETING SCHEDULE
SECOND AND FOURTH WEDNESDAYS
4:00 P.M.

DRAFT

AUGUST 14, 2024*

AUGUST 28, 2024

SEPTEMBER 11, 2024

SEPTEMBER 25, 2024

OCTOBER 9, 2024

OCTOBER 23, 2024

NOVEMBER 13, 2024

DECEMBER 11, 2024

*TIME CHANGED TO 1:00 P.M.

BYLAWS
of
INDEPENDENCE CLASSICAL ACADEMY
A Colorado nonprofit corporation

ARTICLE I
NAME, FISCAL YEAR, STATUS, AND CONTRACT

Section 1. Name. The name of the charter school shall be Independence Classical Academy (hereinafter referred to as the "School").

Section 2. Fiscal Year. The fiscal year of the School shall coincide with the fiscal year of the Elizabeth School District (the "Authorizer").

Section 3. Corporate Status. Independence Classical Academy is incorporated in the State of Colorado as a non-profit corporation (hereinafter referred to as the "Corporation"), without members, organized and operated in accordance with the Colorado Nonprofit Corporation Act ("Act"), as amended from time to time.

Section 4. Contract. The Charter School Contract is the Charter School Contract between the Authorizer and the Corporation, as amended from time to time, which governs certain aspects of the operation of the School and the terms of the charter granted to operate the School pursuant to C.R.S. §22-30.5-101, et seq., as amended from time to time (the "Charter Schools Act"). The School shall at all times be operated in accordance with the terms of the Charter School Contract and all applicable laws of the State of Colorado and the United States.

ARTICLE II
VISION AND MISSION

Section 1. Purpose. The Corporation shall be a tax-exempt entity, operated exclusively for educational and charitable purposes as contemplated by Section 501(c)(3) of the Internal Revenue Code. More specifically, the organization will operate a tuition-free public charter school in Elbert County, Colorado.

Section 2. Vision and Mission. Through strong and consistent character development, core academics delivered by skilled instructors, and industry-specific courses taught by industry professionals to develop college and career readiness, students at the School will be prepared to enter college or the workforce upon high school graduation.

Section 3. Non-Discrimination. The School shall not discriminate on the basis race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law in hiring or other employment practices. Further, the School shall be open to all students in its authorized geographic area pursuant to the School's official Enrollment Policy and shall not discriminate in its admission policies or practices on the basis of race, color, religion, age, sex, national origin, marital status, disability, or other reason prohibited by the law. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the public charter schools in the State of Colorado.

ARTICLE III
GOVERNING BOARD

Section 1. Powers and Duties. The business, affairs, and property of the School shall be managed by the Governing Board of Directors (the "Board"). Without limiting the general powers conferred by these Bylaws and provided by law, the Board shall have, in addition to such powers, the following powers:

(a) Ratifying the School's mission and vision statements, and any modification thereof;

(b) Approve any management, operational, and service contracts;

(c) To enter into agreements and contracts with individuals, groups of individuals, corporations, or governments for any lawful purpose which supports the School's mission and operation;

(d) Authorizing the broad curricular guidelines and the delegation and oversight of specific program implementation.

(e) To lease, purchase, or otherwise acquire, in any lawful manner, for and in the name of the School, any and all real and personal property, rights, or privileges deemed necessary or convenient for the conduct of the School's purpose and mission.

(f) Establish and approve all major educational and operational policies;

(g) To hire, supervise, and direct an administrator who will be responsible for the day-to-day operations of the School;

(h) To develop and approve the annual budget and financial plan which shall be monitored and adjusted as necessary throughout the year;

(i) To cause to be kept a complete record of all the minutes, acts, and proceedings of the Board;

(j) To cause an annual inspection or audit of the accounts of the School pursuant to C.R.S 22-305-104(4)(a), as well as any other audits required by law, to be made by an accountant to be selected by the Board, showing in reasonable detail all of the assets, liabilities, revenues, and expenses of the School and its financial condition.

(k) To strive for a diverse student population, reflective of the community;

(l) Solicit and receive grants and other funding consistent with the mission of the School with the objective of raising operating and capital funds;

(m) Carry out such other duties as required or described in the School's Charter.

Section 2. Formation. The founding committee to form the school will become the first Governing Board of the School as set forth in the Application for a Charter School Contract submitted to the Authorizer (the "Charter Application"). The election of all new Directors to fill

vacancies on the Board, both at the initial Board meeting and at all future meetings where elections take place, shall include candidates whose election to the Board will maintain compliance with these Bylaws and all applicable statutes and regulations.

Section 3. Qualifications; Election; Tenure. The Board shall be composed of no fewer than five (5) and no more than seven (7) Directors, as set or adjusted by the Board of Directors at the Annual Meeting.

(a) The Board shall seek to maintain a membership which is representative of the community served and possesses the breadth of knowledge and experience to effectively support and direct the operation of the School. To support this, the Board will endeavor to maintain a membership which includes:

(1) An active or retired licensed educator;

(2) An individual with expertise in the areas of Accounting and/or Finance; and

(3) An individual with expertise in the areas of Law and/or Human Resources.

(b) All Directors shall be devoted to the purpose and mission of the School and shall represent the interests of the community.

(c) Directors may serve on the Board a maximum of two terms.

(1) Founding Directors: Terms of the Founding Directors shall be staggered so that no more than 1/2 of the Board shall be up for election in any one year, unless a vacancy(ies) needs to be filled. To initially stagger the terms for the founding board, three Directors will serve a two-year term and two Directors will serve a four-year term. Those Founding Directors who will serve the two- and four-year terms will be determined by lottery at the first official board meeting upon receipt of the charter. For purposes of determining term limits, Founding Director's terms shall not begin until January 1 of the initial school year in which they became the Board of Directors as indicated in Article III Section 2.

(2) New Directors: New Directors are eligible to serve two consecutive standard terms, unless, by doing so, more than half the Board would be up for election in any one year. In this case, the new Director will be given either a two- or four-year initial term, whichever term would prevent more than half of the Board being up for election in one year. New Directors will begin serving on the Board immediately following their election to the Board. For the purpose of determining term limits, the New Director's initial term will begin on January 1 of the school year in which they were elected.

(d) When the term of a Director who was not elected by the school community has expired or when the Director resigns, the remaining Directors shall elect a new Director to fill the vacancy.

(e) It is the responsibility of existing Directors to identify new persons to serve on the Board of Directors. To assist in identifying the best qualified candidates, the Board may advertise a vacancy on the School's website and through direct (email, letter, text, or phone, etc.) communication to the parents of enrolled students. It is incumbent upon the Board to fill any vacancies as soon as practicable. If for any reason the Board membership should drop below five (5) members for more than 120 days, the only action that may be taken by the Governing Board is action to add members who will bring the governing body back into compliance with statute and its bylaws, except to take emergency actions as allowed by law.

(f) The Board shall develop an orientation and training program for new directors and an annual continuing education program for existing directors. Directors will avail themselves of charter school conferences which offer workshops on governance, financial oversight, budget, and academic accountability, among others.

(g) All board members within 60 of days of being appointed to the board, must, as a condition to board membership, undergo and pass a criminal background check like licensed employees in the State of Colorado. If the reports on the criminal history of the member indicate that the member has not been convicted of a felony or an offense involving moral turpitude, the member may continue to serve on the governing body. If a report on the criminal history of a member indicates that the member has been convicted of a felony or an offense involving moral turpitude, the governing body of the charter school must remove the member.

Section 4. Conflict of Interest. The Board shall follow the School's conflict of Interest Policy.

Section 5. Annual Meeting. The annual meeting of the Board shall be held at the School in June of each year as the Board may determine. The annual meeting shall take the place of the Regular Meeting for that time-period. Written notice stating the place, day, and hour of the meeting shall be given personally or mailed to each member of the Board at least three (3) business days prior to the date fixed for the annual meeting. The annual meeting shall be for the purpose of electing officers and new Directors and for the transaction of such business as may come before the Board.

Section 6. Regular Meetings. The Board shall establish a regular day and place for regular meetings that shall occur once each month. The meeting shall be held on the school site or in another location as set by the Board Chair that will allow for attendance by all Directors and the involvement of the school community. Notice of the time and place of every regular meeting shall be given to each member of the Board, published to the school website, and posted at the school site. The purpose of any regular or special meeting must be specified in the notice of such meeting. Minutes of each Board meeting shall be taken and shall be approved by the Board. Said minutes shall be kept at the School and will be made available to the public, upon request.

Section 7. Special Meetings. Meetings of the Board may be called at any time by the Board Chair or by a majority of the Board. Special meetings shall be held at such time and place as may be designated by the authority calling such meeting.

Section 8. Agenda. An agenda must be produced for each regularly scheduled board meeting in order to provide effective and efficient meeting practice. In addition to previously requested agenda items, any Director may provide additional agenda items for the following meeting by providing, via e-mail, fax, or regular mail, the School's supervising employee or administrator the request, noting its appropriate place on the normal agenda format, and a realistic time requirement for such item. Such requests must be received at least 24 hours prior to the posting deadline.

Section 9. Open Meetings. Meetings of the Board shall be open to public and comply with all applicable requirements under Colorado law.

Section 10. Quorum. A quorum of the Board shall consist of a majority of the number of Directors then in office, including members physically present and members attending electronically. Except as provided specifically to the contrary by these Bylaws, the act of a majority of the Directors in office at a meeting at which a quorum is present shall be the act of the Board.

Section 11. Ex-Officio Members. There shall be no ex-officio governing body members.

Section 12. Committees. The Board may designate from among its members, by resolution adopted by a majority of the entire Board, an Accountability Committee (see *Section 15*), a Governance Committee, a Financial Committee, an Advisory Committee, and one or more other committees, each of which shall consist of at least one Director and which shall have and may exercise such authority in the management of the School as shall be provided in such resolution or in these Bylaws. The Board shall not be permitted to delegate their power to contract nor their budget making authority. Any delegated activity or decision-making authority may be unilaterally revoked at any time.

Section 13. School Accountability Committee. The Accountability Committee shall act as a standing committee to advance the educational program of the School. The Accountability Committee shall be comprised of parents, students, staff, community members, and at least one Director, and shall be responsible for advising the principal on developing the Unified Improvement Plans. The Accountability Committee shall conduct itself at all times so as to fulfill the requirements of federal and state laws, rules and regulations, the Charter School Contract, School policies, and Authorizer policies and procedures.

Section 14. Removal. Any member of the Board may be removed by the affirmative vote of two-thirds (2/3) of the Directors then in office, excluding the member at issue whenever in their judgment such removal would serve the best interests of School.

Section 15. Resignation. A resignation by a Director shall be effective upon receipt by the Chair of a written communication of such resignation, or such later date, if any, specified by the resigning Director in such written communication.

Section 16. Electronic Board Meeting Participation. To the extent not prohibited by law, any Director or members of a committee of the Board may participate in a meeting of the Board or committee, respectively, by means of a conference telephone network or similar communication method by which all persons participating in the meeting can hear each other, and participation in such a fashion shall constitute attendance at such meeting.

Section 17. Proxy Voting. Proxy voting is not permitted.

Section 18. Compensation. No Director of the Board shall receive any compensation for serving in such office, except that the Directors may be reimbursed for reasonable expenses, including travel expenses, incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the School shall be construed as a gift to the School.

Section 19. Executive Sessions. Any Director may call an Executive Session during any special or regular Board meeting for issues concerning personnel or other matters requiring confidentiality, and as permitted by law. All persons except Directors may be excluded from such Executive Sessions at the discretion of the Chair. Following such meetings, an officer shall provide a general description of the matters discussed, to be provided as the minutes of said Executive Session.

Section 20. Protocol. The Board shall use Robert's Rules of Order, unless stated otherwise herein. If a Director is unable to attend a Board meeting, the Director shall contact the Chair, Administrator or designated supervising employee prior to the meeting.

ARTICLE IV
OFFICERS

Section 1. Number. The officers of the Governing Board may include a Chair, Vice-Chair, Secretary, Treasurer, and such other officers as the Board shall deem necessary to elect.

Section 2. Election and Term of Office. The Board shall elect and appoint all officers of the School at the annual meeting of the Board, which officers shall be installed in office at such annual meeting to serve for terms of one (1) year and until their successors have been duly elected and qualified. Board Officers may serve consecutive terms in any office. If there is more than one nominee for a vacancy, the nominee receiving the greatest number of votes shall be declared elected and shall be installed in office at the annual meeting.

Section 3. Removal of Officers. Any officer of the Board may be removed, either with or without cause, by a two-thirds (2/3) majority of the Directors then in office at any regular or special meeting of the Board.

Section 4. Chair. The Chair of the Board shall preside at all meetings of the Board. The Chair of the Board shall possess the power to sign all certificates, contracts, or other instruments of the School that are approved by the Board. The Chair of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 5. Vice-Chair. In the absence of the Chair of the Board or in the event of the Chair's disability, inability, or refusal to act, the Vice-Chair of the Board shall perform all of the duties of the Chair and in so acting, shall have all of the powers of the Chair. The Vice-Chair shall have such other powers and perform such other duties as may be prescribed from time to time by the Board or by the Chair.

Section 6. Secretary. The Secretary shall keep or cause to be kept a book of minutes at the principal office or at such other place as the Board may order of all meetings of the Board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the Board meetings and the proceedings thereof. The Secretary shall give or cause to be given notice of all the meetings of the Board required by these Bylaws or by law to be given and perform such other duties as may be prescribed by the Board from time to time. The Secretary of the Board shall exercise and perform such other powers and duties as may be prescribed by the Board from time to time.

Section 7. Treasurer. The Treasurer shall have oversight responsibility and shall keep and maintain or cause to be kept and maintained adequate and correct accounts of the properties and business transactions of the School, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account shall at all times be open to inspection by any Director. The Treasurer shall be charged with safeguarding the assets of School and he or she shall sign financial documents on behalf of the School in accordance with the established policies of the School. He or she shall have such other powers and perform such other duties as may be prescribed by the Board from time to time.

Section 8. Vacancies. A vacancy in any office, held by an officer, because of death, resignation, removal, disqualification, or otherwise, may be filled by the Board by majority vote for the unexpired portion of the term.

ARTICLE V
STAFF

The Board shall appoint one employee to function as the administrator of the School (the "Administrator"). Such person may be delegated the authority to act in the absence of a specified policy provided that such action is consistent with the purpose and objectives of the Board and the School. Such person shall administer the School in accordance with Board direction and generally accepted educational practice.

ARTICLE VI
CONTRACTS, LOANS, AND DEPOSITS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents to enter into any contract or execute and deliver any instrument in the name of and on behalf of the School, and such authority may be general or confined to specific instances.

Section 2. Loans. No loans shall be contracted for or on behalf of the School and no evidence of indebtedness shall be issued in the name of the School unless authorized by a resolution of the Board. Such authority shall be confined to specific instances. No loan shall be made to any officer or Board Director of the School.

Section 3. Checks, Drafts, and Notes. All checks, drafts, or other orders for payment of money, notes, or other evidence of indebtedness issued in the name of the School shall be signed by such officer or officers, or agents of the School and in such manner as shall be determined by the Board. The Chair and Administrator are authorized and required to sign all checks over the amount of $25,000.

Section 4. Deposits. All funds of the School not otherwise employed shall be deposited to the credit of the School in such banks, trust companies, or other custodians located in the State of Colorado as the Board may select.

Section 5. Gifts. The Board may accept on behalf of the School any contribution, gift, bequest, or devise for the general purposes or any special purpose of the School.

ARTICLE VII
INDEMNIFICATION

The Board of Directors may authorize the School to pay or cause to be paid by insurance or otherwise, any judgment or fine rendered or levied against a present or former Board Director,

officer, employee, or agent of the School in an action brought against such person to impose a liability or penalty for an act or omission alleged to have been committed by such person while a Director, officer, employee, or agent of the School, provided that the Board shall determine in good faith that such person acted in good faith and without willful misconduct or gross negligence for a purpose which he reasonably believed to be in the best interest of the School. Payments authorized hereunder include amounts paid and expenses incurred in satisfaction of any liability or penalty or in settling any action or threatened action.

ARTICLE VIII.
AMENDMENTS

These Bylaws may be amended, altered, or repealed and new Bylaws may be adopted by the Board of Directors by an affirmative vote of two-thirds (2/3) of all the Directors then in office at any meeting of the Board, provided that the full text of the proposed amendment, alteration, or repeal shall have been delivered to each Director at least six (6) days prior to the meeting.

ARTICLE IX
PURPOSE OF THE BYLAWS

These Bylaws are adopted for the sole purpose of facilitating the discharge, in an orderly manner, of the purposes of the School. These Bylaws shall never be construed in any such way as to impair the efficient operation of the School.

CERTIFICATION

I hereby certify that I am the duly elected and acting Secretary of the School, and that the foregoing Bylaws constitute the Bylaws of the School, as duly adopted by unanimous vote of the Board of Directors.

DATED this ____ day of _____, 2024.

_____, Secretary.

INDEPENDENCE CLASSICAL ACADEMY

Conflict of Interest Policy and Code of Ethics

For Directors and Officers and Members of a Committee with Board Delegated Powers

Article I – Purpose

1. The purpose of this conflict of interest policy is to protect Independence Classical Academy ("ICA") and its interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of ICA or might result in a possible excess benefit transaction, as that concept is defined in the Internal Revenue Code and related regulations.

2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

3. This policy is also intended to identify "independent" directors.

Article II – Definitions

1. **Interested person** – Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. **Financial interest** – A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

   a. An ownership or investment interest in any entity with which ICA has a transaction or arrangement,

   b. A compensation arrangement with ICA or with any entity or individual with which ICA has a transaction or arrangement, or

   c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which ICA is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration, as well as gifts or favors, that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

3. **Independent Director** – A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS Form 990 or, until such definition is available, the director:

   a. Is not, and has not been for a period of at least three years, an employee of ICA or any entity in which ICA has a financial interest;

   b. Does not directly or indirectly have a significant business relationship with ICA or which might affect independence in decision-making;

c. Is not employed as an executive of another corporation where any of ICA's executive officers or employees serve on that corporation's compensation committee; and,

d. Does not have an immediate family member who is an executive officer or employee of ICA or who holds a position that has a financial relationship with ICA.

Article III – Procedures

1. **Duty to Disclose** – In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

2. **Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has, or may have, a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. **Determining Whether a Conflict of Interest Exists** – After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

4. **Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether ICA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in ICA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with this determination, it shall make its decision as to whether to enter into the transaction or arrangement.

5. **Violations of the Conflicts of Interest Policy**

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and

afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, and a record of any votes taken in connection with proceedings.

Article V – Compensation

1. A voting member of the Board who receives compensation, directly or indirectly, from ICA for services is precluded from voting on matters pertaining to that member's compensation.

2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from ICA for services is precluded from voting on matters pertaining to that member's compensation.

3. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from ICA, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer, and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands ICA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure ICA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to ICA's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, ICA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Article IX – Code of Ethics

Directors, officers, and members of committees with Board delegated authority shall act in an ethical, business like, and lawful manner, including proper use of authority and appropriate decorum when acting in their official capacity. Directors shall exercise reasonable care, good faith, and due diligence in governing and managing the affairs of ICA.

They will not attempt to exercise individual authority over ICA. Interaction with the administration and staff must recognize the lack of authority vested in individual directors, officers, and members of committees, except when explicitly authorized by the Board of Directors. Except when deliberating during Board of Directors meetings, individuals will not express individual judgments of performance of the administration or staff.

Directors, officers, and members of committees with Board delegated authority shall respect the confidentiality of sensitive information known to them and used for purposes of governance and management, and respect that the obligation to maintain confidentiality extends indefinitely beyond the term in office.

Directors shall be properly prepared for Board deliberation and support the legitimacy and authority of the final determination of the Board on any matter without regard to the individual's personal position on the issue.

Personal Commitment

I, Candy Putch, Crisy Howell, Ken Madsen, and Jonathan Berg pledge to make every effort to fulfill my position within the Independence Classical Academy Board of Directors with integrity and good faith. I further agree that if at any time I am unable to fulfill the commitments of my position I will give appropriate notice of resignation (in writing) to the Board Chair.

Signature	Board Member	Date
	Candy Putch	
	Crisy Howell	
	Ken Madsen	
	Jonathan Berg	
	Shelly Manning	

INDEPENDENCE CLASSICAL ACADEMY

STAFF HANDBOOK

This Staff Handbook (the "Handbook") has been prepared to inform you about Independence Classical Academy's employment practices and policies, as well as the benefits provided to you as an employee, and the conduct expected from you.

No employee manual can answer every question, nor would we want to restrict the normal question and answer interchange among us. It is in our person-to-person conversations that we can better know each other, express our views, and work together in a harmonious relationship.

Please do not hesitate to ask questions regarding the policies contained in this Handbook. Your supervisor will gladly answer them.

Employees are required to read and become familiar with this Handbook. Please refer to the Handbook whenever questions arise.

Independence Classical Academy Mission

Recognizing it is the right and responsibility of parents to direct the education and upbringing of their children.

> *The mission of Independence Classical Academy is to partner with families to train the minds and improve the hearts of students through a rigorous, classical education in the liberal arts, math and sciences, with instruction in the principles of moral character and civic virtue.*

The mission statement is consistent with the declared purpose set forth in the Charter Schools Act, C.R.S. §§ 22-30.5.101–120.

The school's mission acknowledges the leadership of teachers in the classroom and recognizes the responsibility of each student for his/her academic effort.

Notice

The policies in this Handbook are guidelines. Nothing in this Handbook or in any other Independence Classical Academy ("ICA") policies, guidelines, practices, or handbooks is intended to create, or will be deemed to have created, any contract. The employment relationship between ICA and each of its employees is at-will and can be terminated with or without cause and with or without notice, at any time, at the option of either ICA or the employee.

ICA reserves the right to modify, supplement, rescind, or revise any policy, benefit, or provision from time to time, with or without notice, as it deems necessary or appropriate. Any such action shall apply to existing as well as future employees. No one, other than the ICA Board of Directors, may modify, supplement, rescind, or revise any of the policies in this Handbook. No statement or promise by a supervisor, manager, department head, or any other person constitutes a change in policy or an agreement between ICA and any employee.

If any provision in this Handbook is be found to be unenforceable or invalid, such finding does not invalidate the entire Handbook, but only the subject provision.

All employees of ICA are expected to read and understand the contents of this Handbook.

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About ICA

ICA provides a classical education with a strong focus on the core subjects. ICA believes in, and has built the program around the 3 R's approach to learning: Rigor, Relevance, and Relationships. ICA is an academically challenging school teaching real-world knowledge and skills, while growing character-driven students that have a sense of their role in the ICA family and in our community.

Personnel Administration

The task of handling personnel records and related personnel administration functions at ICA is assigned to different entities as dictated by the human resources department. Personnel records related to payroll and benefit administration will be handled by the human resources department. All other personnel records will be handled by the ICA Office Manager or ICA's human resources department. Questions regarding personnel files may be directed to the ICA Office Manager or ICA's human resources department.

Your Personnel File

Keeping your personnel file up to date can be important to you with regard to pay, deductions, benefits, and other matters. You are required to notify the applicable party (either the human resources department or the ICA Office Manager) immediately if you have a change in any of the following:

1. Legal name
2. Home address
3. Home telephone number
4. Emergency Contact
5. Number of dependents
6. Marital status
7. Change of beneficiary
8. Driving record or status of driver's license
9. Military or draft status
10. Exemptions on your W-4 tax form.

Coverage or benefits that you and your family may receive under ICA's benefits package could be negatively affected if the information in your personnel file is inaccurate. You are permitted to view the information kept in your own personnel file (unless otherwise restricted by law) and can request and receive copies of all documents you have signed. For access to your personnel file, please make arrangements with the human resources department or with the ICA Office Manager.

Employment Classifications

At the time of hiring, each employee is classified as full-time, part-time, or temporary and is told whether the employee qualifies for overtime pay. Please refer to information from the human resources department regarding benefits eligibility to determine what, if any, benefits you are entitled to. Policies described in this Handbook and communicated by ICA apply to all employees, with the exception of certain wage, salary, and time-off limitations that apply only to non-exempt employees (see below for definition). If you are unsure of which job classification your position fits into, please ask your supervisor.

Full-Time Employees

A full-time employee works, on average, a minimum of 30 hours per week.

Part-Time Employees

A part-time employee works, on average, less than 30 hours per week.

"Non-Exempt" and "Exempt" Employees

At the time of hire, transfer, or promotion, all employees are classified as either "exempt" or "non-exempt." By law, non-exempt employees are entitled to overtime pay for hours worked in excess of twelve (12) hours per day or forty hours (40) per work week, whereas exempt employees are not eligible to receive overtime pay.

Exempt employees include the Principal, teachers, professional staff, technical staff, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Any questions regarding your exempt status should be directed to your supervisor.

Job Descriptions

We maintain a job description for each position in ICA. Please review the job description given to you at the time of hire. If you have any questions or concerns, please schedule an appointment with the Principal.

Employment Policies

Anniversary Date

The first day you report to work is your "official" anniversary date. Your anniversary date is used to compute various conditions and benefits described in this Handbook.

At-Will Employment

All employment and compensation with ICA is "at-will" which means that your employment can be terminated with or without cause, and with or without notice, at any time, at the option of either ICA or yourself, except as otherwise provided by law.

Business Hours

Our regular operating hours are 7:30 a.m. to 4:00 p.m., Monday through Friday. Your particular hours of work and the scheduling of your lunch period will be determined and assigned by the Principal.

Teaching staff are expected to be in the building and ready to begin their job responsibilities by 7:15 a.m. Instruction begins promptly at 7:45 a.m. and students arriving late will be marked as tardy. Teaching staff are also expected to remain in the building until 3:15 p.m. to fulfill expected hours of work.

ICA will attempt to limit events that go beyond regular operating hours. However, there will be times when staff are expected to work outside of regular operating hours. Staff will be notified when these exceptions occur.

Children of ICA Employees

All children of employees will be expected to uphold the same behavioral standards and procedures as their student peers. This means an employee's child(ren) is not permitted to run or play unsupervised in school facilities.

ICA employees require specific times and places dedicated exclusively to their work. As such, children of faculty and staff are prohibited from being in the teacher break rooms or in administrative offices. The role of an administrator and teacher is to be available to faculty, parents, and students, and to be accessible for impromptu meetings. Children are generally not permitted to attend faculty/staff meetings.

The children of employees will be permitted in the building before and after school hours, including during staff meetings, only if they are capable of working without distracting or interrupting the paid-work time of ICA employees. Staff children are permitted to wait under the supervision of their parents (or supervision arranged for and approved by their parents) in a classroom before and after school hours. ICA is not responsible for the supervision of students before 7:15 a.m. and after 3:15 p.m.

If an employee member fails to supervise their child(ren) in accordance with this policy guidance, the privilege of allowing the students to be present in the building during these times may be suspended.

Security

Upon employment, all ICA employees will be issued an identification badge (i.e., name tag) that must be worn at all times. A school-door key will be issued to enable employees to gain access to their workspaces. Some employees will be issued keys allowing expanded access.

To improve safety and security of employees, students, and ICA facilities, only authorized visitors are allowed in the workplace. Restricting visitors helps improve safety standards, reduce risk of theft, foster security of equipment, protect confidential information, safeguard employee welfare, and avoid potential distractions and disturbances. All visitors and parents must enter ICA facilities through the main entrance. Authorized visitors will be given a visitor badge, directions to their destination, or an escort. Employees are responsible for the conduct of their visitors.

If an unauthorized individual is observed on ICA premises, employees shall immediately notify their supervisor or, if necessary, personally escort the individual to the Front Office. Employees are expected to confront visitors who lack a visitor badge to determine whether said visitors are authorized to be in the building. Upholding ICA's visitor procedures is part of our shared responsibility to elevate the safety of our students and ourselves.

Neither students nor employees are permitted to open locked doors to anyone attempting to enter the premises through any easement doorways. Exterior doors may not be propped open at any time. Employees may not allow non-employed adults access to the ICA building without a visitor's pass, which will be issued by reception at the front entry. All suspicious activities shall be reported to the Front Office immediately. The use of issued handheld communications devices (walkie-talkies) is expected.

Excessive Absenteeism or Lateness

Other than a leave of absence that has been granted to the employee by ICA, five (5) days of absence in a 90-day period or a consistent pattern of absence will be considered excessive, and the reasons for the absences may come under question. Tardiness or leaving early is as detrimental to ICA as absence. As a result, three (3) such incidents in a 90-day period will be considered a "tardiness pattern" and will carry the same weight as an absence. Other factors, like the degree of lateness, may be considered. Excessive absenteeism, lateness, or leaving early may lead to disciplinary action.

Record of Absence or Lateness

If you are absent because of illness or if there is a pattern of frequent absences, you may be required to submit written documentation from your doctor. If you are absent five (5) or more days in a 90-day period because of illness, you may be required to provide written

documentation from a doctor that you are able to resume normal work duties before you will be allowed to return to work. If you are asked to submit documentation from your medical provider, you should submit this documentation directly to the Office Manager.

Weather-Related Closures and Delays

ICA will typically communicate weather-related closures and delays by 6:00 a.m. and periodically thereafter until 9:00 a.m. Closures and delays will also be posted on the school's website (https://www.independenceclassicalacademy.org/), the school's social-media platforms, and conveyed via other school-communication channels. Closures and delays will also be announced via email and text for those who have opted-in for that communication. If the school is closed, all school-sponsored activities are canceled. In the case of a two-hour delay, all staff should report to the school by 9:00 a.m.

Note: ICA adheres to district-wide cancellation and delay decisions relative to hazardous-travel conditions, but not necessarily "weather-related" conditions. For example, the Elizabeth School District has been known to cancel its school activities for temperature-related and non-weather-related reasons unrelated to hazardous road conditions. On these occasions, ICA will remain open and in session as normal. ICA will endeavor to promptly clarify these distinctions when appropriate.

Community Relations

The success of ICA depends upon the quality of the relationships among ICA, our employees, our parents, our students, and the general public. In a sense, regardless of your position, you are ICA's ambassador. The more goodwill you promote, the more our school community will respect and appreciate you and ICA. Nonetheless, no employee is authorized to act, and all employees are prohibited from acting, as a spokesperson or giving an official comment on any ICA programs or policies unless authorized in writing by the Principal.

Equal Employment Opportunity

ICA is committed to the principles of equal employment opportunity in any term, condition, or privilege of employment, and employment decisions are made on the basis of merit. ICA does not discriminate against applicants or employees on the basis of race, color, ancestry, creed, sex, gender, sexual orientation, religion, national origin, marital status, age, disability, need for special education services, genetic characteristics, veteran status, or any other status that is protected by federal, state, or local law (collectively, "Protected Attributes").

All employment decisions are based solely upon an individual's qualifications and capabilities, which must satisfy the reasonable requirements of the positions under consideration, including education, experience, demonstrated competence, and any applicable certification requirements. We expect all employees to show respect and

sensitivity toward all other employees, and to demonstrate a commitment to the school's equal opportunity objectives. If you observe a violation of this policy, you should report it immediately to the Principal, your supervisor, ICA's human resources department, or the Chairperson of the Board of Directors.

Harassment / Discriminatory Behavior

ICA is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The school is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of Protected Attributes. Accordingly, no student, employee, applicant for employment, or member of the public who is otherwise qualified shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under, any school program or activity on the basis of Protected Attributes. The following are objectives of this school:

1. To promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation, and applicable judicial interpretations.

2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial, and ethnic groups.

3. To consider carefully, in all decisions made which affect the schools, the potential benefits or adverse consequences that those decisions might have on the human relations aspects of all segments of society.

4. To utilize educational experiences to build each individual's pride in the community in which such individual lives.

5. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or discrimination in violation of school policy.

Harassment is Prohibited

Harassment based on a person's Protected Attributes is a form of discrimination prohibited by state and/or federal law. Preventing and remedying such harassment in schools is essential to ensure a non-discriminatory, safe environment in which students can learn, employees can work, and members of the public can access and receive the benefit of ICA facilities and programs. All ICA employees have the responsibility to ensure that harassment does not occur at any ICA activity or event.

For purposes of this policy, harassment is any unwelcome, hostile, or offensive verbal, written, or physical conduct based on, or directed at, a person's Protected Attributes that (1) could reasonably be anticipated to result in physical, emotional, or mental harm, or damage to property; (2) is so severe, persistent, or pervasive that it could reasonably be anticipated to create an intimidating, hostile, or threatening environment; or (3) could reasonably be anticipated to substantially disrupt the orderly operation of the school.

Reporting Harassment

Any employee or applicant for employment who believes he or she has been a victim of unlawful discrimination or harassment shall file a complaint with the School Administrator or with ICA's human resources department. In addition, if you observe harassment by another employee, supervisor, manager, or non-employee, you are required to report the incident immediately to the Principal or ICA's human resources department. Appropriate action will be taken in response to violations of this policy.

Interim Action

When appropriate, ICA shall take interim measures during the investigation of a harassment report to protect the alleged subject of the harassment from further harassment or retaliation.

Investigation

ICA shall take appropriate action to investigate allegations of harassment, to end unlawful harassment that exists, to prevent the recurrence of unlawful harassment, and to prevent retaliation against the individual making the report and anyone participating in the investigation of such allegations, as well as to restore lost educational opportunities to the harassed student or employment opportunities to staff.

In addition, any student or employee who engages in harassment of another student or employee shall be disciplined according to applicable ICA policies. Steps shall also be taken to ensure that victims of, and witnesses to, harassment are protected from retaliation.

Further, students or employees who knowingly file false harassment complaints or give false statements in an investigation shall be subject to discipline, up to and including, suspension or expulsion for students, and termination of employment for employees.

In cases involving potential criminal conduct, ICA will determine whether law enforcement officials should be notified.

No student, employee, or member of the public shall be subject to adverse treatment by ICA in retaliation for any good faith report of harassment under this policy. To the extent possible, all reports of harassment will be kept confidential.

Sexual Harassment

Sexual harassment is recognized as a form of sex/gender discrimination and thus a violation of the laws which prohibit such discrimination.

A learning and working environment free from sexual harassment shall be maintained. It shall be a violation of policy for any member of the ICA staff to harass another staff member or students through conduct or communications of a sexual nature. All staff members of ICA are charged with the duty of responsible implementation of this policy.

Following is the definition of sexual harassment for purposes of this Handbook. Unwelcome sexual advances, requests for sexual favors, or other verbal or physical conduct of a sexual nature may constitute sexual harassment when:

1. Submission to such conduct is made either explicitly or implicitly a term or condition of a person's employment or educational development.

2. Submission to, or rejection of, such conduct by an individual is used as the basis for employment or education decisions affecting such individual.

3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working or educational environment.

Sexual harassment as defined above may include, but is not limited to, the following:

1. Sex-oriented verbal kidding, abuse, or harassment;

2. Pressure for sexual activity;

3. Repeated remarks to a person with sexual implications;

4. Unwelcome touching, such as patting, pinching, or constant brushing against another's body; or,

5. Suggesting or demanding sexual involvement, accompanied by implied or explicit threats concerning one's grades, employment status, or similar personal concerns.

Staff members who believe they have been subject to sexual harassment should report the incident to the school administrator through use of the grievance procedure. If the alleged

harasser is the school administrator, with whom a grievance routinely would be filed, the staff member may file the grievance with the ICA Board of Directors and/or ICA's human resources department.

All matters involving sexual harassment complaints shall remain confidential as required by law or any other school policy. Filing of a grievance or otherwise reporting sexual harassment shall not reflect upon the individual's status or affect future employment or work assignments unless the person filing or reporting knew the filing or report was false at the time of such filing or reporting.

Sexual Harassment Grievance Policy

1. Staff members who believe they have been subject to sexual harassment should:

    a. Report the incident to the Principal who will inform ICA's human resources department; or,

    b. Report the incident directly to ICA's human resources department.

The Principal or the human resources department will investigate the reported incident.

2. The Principal or the human resources department will attempt to resolve the problem, if warranted, in an informal manner through the following process:

    a. They will investigate and respond to the complaint in a timely manner.

    b. They will confer with the charging party in order to obtain a clear understanding of the basis of the complaint.

    c. They will then attempt to meet with the charged party in order to obtain a response to the complaint.

    d. They may hold as many meetings with the parties as is necessary to gather facts and obtain statements from witnesses if available.

3. On the basis of the investigation into the situation, the Principal or the human resources department may:

    a. Attempt to resolve the matter informally through conciliation; or,

    b. Report the incident and transfer the record to the Board of Directors and/or ICA's human resources department and notify the parties of the transfer.

4. After reviewing the investigation record made by the Principal, the Board of Directors and/or ICA's human resources department may attempt to gather more evidence necessary to decide the case and thereafter impose any sanctions deemed appropriate including a recommendation to the Board for disciplinary action.

Emergency Response

ICA will adhere to all emergency response procedures as outlined in ICA Emergency Operations plan.

Threat of Violence

Employees are expected to adhere to the following protocol in the event a threat of violence has been made against any other person in the school.

1. When a person tells you that another person has made a threat of violence against him or her, take the threat seriously.

2. Try to get as much detail as possible about what was said and in what context.

3. Notify the Principal about the threat. Document in writing all facts and share with administration.

4. If weapons were mentioned, the Principal will examine the backpack, locker, desk, or clothing of the person who made the threat.

5. Make sure the threatened person feels safe and is willing to be by him- or herself. If not, let the administration know.

6. Notify the parents of any student receiving a threat and the student making the threat.

7. Follow up on any discipline or reporting procedures as necessary.

Furthermore, ICA will adhere to all safety and emergency protocols as outlined in the Emergency Operations plan.

Health Examinations

ICA reserves the right to require an employee to participate in a health examination or drug screening to determine the employee's fitness to perform his/her essential job functions. All such health exams and screenings shall be paid for by the school and shall remain confidential.

Outside Employment

ICA expects all full-time employees to treat their position at ICA as their primary employment. Outside activities should not interfere with your ability to properly perform your job duties at ICA.

Notify your supervisor immediately if you are a full-time employee considering a second job. He or she will thoroughly discuss this opportunity with you to make sure that it will not interfere with your job at ICA nor pose a conflict of interest. An example of work that would constitute a conflict of interest would be tutoring students of ICA for a fee.

Workers' Compensation

Workers' compensation will be handled in accordance with ICA policy. The policy is included here for completeness.

If you are injured on the job, you must notify your supervisor of the accident within four (4) working days. It is your responsibility to complete your portion of the "Employee's Report of a Work-Related Injury" form provided by your supervisor. This form must be completed regardless of whether you require medical attention.

Workers' compensation only covers work-related injuries sustained in the performance of your job. If you require medical attention, you must be treated by the school's designated provider to be eligible for benefits.

If you seek medical treatment for your work-related injury from anyone other than the school's designated provider, the costs of that treatment may not be covered by workers' compensation, and you may be required to pay for those expenses. Please contact the ICA Business Office if you have specific questions about workers' compensation or how to report an injury.

PERA

All employees of ICA shall be members of the Public Employee Retirement Association and subject to its requirements. ICA shall be responsible for the cost of the employer's share for any contributions for employees of ICA. Contributions to PERA will be made in accordance with PERA guidelines.

Standards of Conduct

Unacceptable Activities

ICA expects each person to act in a mature and responsible way at all times. However, to avoid confusion, some of the more obvious unacceptable behaviors are noted below, although these examples do not include all possible unacceptable behaviors. If you have

any questions concerning any work or safety rule, or any of the unacceptable activities listed, please see your supervisor for clarification. All teachers and staff must use good judgment and exercise caution when meeting with students both at school and off campus. Faculty and staff are expected to understand the delicate nature of working with minors and should act appropriately toward students and parents.

Meetings

The goal of all faculty/staff meetings is to create an avenue for communication among staff and administration as well as to provide opportunities for valuable staff development. Staff meetings will be scheduled weekly, either morning or afternoon. Attendance at faculty meetings is required. School-wide faculty meetings will be held as scheduled and staff will be notified in advance. Absence from a faculty meeting must be authorized by the Principal twenty-four (24) hours in advance. Unauthorized absences from faculty meetings can result in disciplinary action.

Professional development activities will also be scheduled for staff. Professional development times are designed to provide staff with new information and strategies to implement in the classroom and to help all of us define our roles as professional educators at ICA. The expectation for all staff during our professional development time is to be engaged, respectful, and to model the behavior that you would expect in your own classroom. As an administrative team, we embrace the challenge of seeking out quality educational experiences that will support all of our professional growth.

Back to School Night and Parent Teacher Conferences

All staff members are required to attend Back to School Night. Additionally, teachers will help contact and schedule individual parent meetings to be held within the school year time frames as advised by the Principal. Parent-teacher conferences are opportunities to ask questions and review evidence of student growth based on the collected body of evidence. Teachers are responsible for informing parents and guardians of the results of their child's assessment scores along with other internal, formative, and summative assessments. Teachers should work collaboratively to help parents and students to have a greater understanding of why and how assessments are used.

Internal Announcements and Email

Electronic communication will be used for the bulk of day-to-day shared information in an attempt to limit the time and frequency required for face-to-face staff meetings. Employees are responsible for reading their email at the start of each day and prior to leaving for the day. Under rare occasions you may be asked to read an important announcement from administration, which will be announced via radio. When notices are sent to your room, please give them immediate attention. We will disturb you only when absolutely necessary.

Parent Communications

Contacting all students' parents for a positive conversation is a part of your regular practice. Teacher-to-parent communication can take on many forms including electronic and printed newsletters, classroom/teacher web page, individual parent phone calls and emails. When teachers have concerns, or are seeing a pattern develop that will lead to concerns, parent contact must be initiated by the teacher. If a parent contacts a teacher via email, the expectation is for the teacher to respond to the parent within twenty-four (24) hours.

Accident or Illness

Be careful to observe general first aid precautions. Accident forms are made for children injured at school. Teachers are to fill out accident forms regardless of the seriousness of the accident.

The accident forms can be obtained in the office. NEVER give a child any medication (Tylenol, cough drops, etc.). If a child shows symptoms of illness or complains of not feeling well, notify the school office. IN NO CASE should a teacher send a child home without first consulting the office. A sick child will be sent home only through (a) the nurse's office or, (b) if there is no nurse's office or the nurse is unavailable, through the Principal.

Cell Phone Use

ICA staff members must limit their cell phone use to their planned breaks or meal periods. ICA staff should not use their cell phones during classroom instruction time or in the presence of students during school hours, unless there is an emergency. Personal calls can be made in a classroom when no students are present or in the teacher's lounge. Teachers must silence their phone ringers during class time.

Work Rules and Performance Standards

It is not possible to provide a complete list of every work rule or performance standard. As a result, the following are presented only as examples. You are responsible for understanding and following these standards and work rules. Employees who do not comply may be subject to disciplinary action, up to and including possible termination.

Job Performance - Employees may be disciplined, up to and including possible termination, for poor job performance, as determined by ICA and set forth in this handbook. Some examples of poor job performance are as follows:

- Below average work quality or quantity;

- Poor attitude, including rudeness, or lack of cooperation;
- Excessive absenteeism, tardiness, or abuse of break and meal privileges; or
- Failure to follow instructions or school policies and procedures.

Misconduct - Employees may also be disciplined, up to and including possible termination, for misconduct. Some examples of misconduct are as follows:

- Abuse, misuse, theft, or the unauthorized possession or removal of ICA or school district property or the personal property of others;
- Falsifying or making a material omission on ICA records, reports, or other documents, including payroll, personnel, and employment records;
- Divulging confidential school information to unauthorized persons;
- Disorderly conduct on school property including fighting, attempted bodily injury, use of profane, abusive, or threatening language toward others, or possession of a weapon;
- Violation of any law adversely affecting the school, or conviction in court of any crime which may cause the employee to be regarded as unsuitable for continued employment;
- Violation of the school's alcohol, drugs, and controlled substances policy; or
- Marking or signing the time sheet of another employee or knowingly allowing another employee to mark or sign your time sheet.

Alcohol, Drugs, and Controlled Substances

All of the following are prohibited: the use, sale, transfer, possession, or being "under the influence" of alcohol, drugs, or controlled substances when on duty or on ICA property, and off duty conduct that may adversely affect the reputation or interest of the school. Violation of this policy will result in disciplinary action, up to and including possible termination.

If a staff member suspects that a student or other individual on school grounds may be under the influence, the staff person must contact the office immediately and request an administrator.

An administrator will report to the room to escort the individual to the office and conduct an investigation into the matter. Administration can choose to request a drug test of teachers and/or staff members if there is reasonable suspicion the teacher/staff member

is intoxicated. Drug testing can be requested with documented grounds of reasonable suspicion that may occur while teachers and/or staff are performing daily duties on campus or off campus during school-sponsored events.

"Reasonable suspicion" means behavior, appearance, bodily odors, or speech that lead a supervisor or administrator to reasonably suspect the employee is impaired by illegal drugs or alcohol, or is using illegal drugs or alcohol during work or on school property. Without limiting the generality of the foregoing, reasonable suspicion may be based upon:

- *Behavior*: unable to stand, unsteady on foot, drowsy/sleepy/lethargic, agitated/anxious, hostile/withdrawn, unresponsive/distracted, tremors/shakes, flu-like illness complaints, paranoid/suspicious, hyperactive/fidgety;
- *Appearance or bodily odors*: flushed complexion, sweating, cold/clammy sweats, bloodshot eyes, watery eyes, dilated or constructed pupils, unfocused/blank stare, disheveled clothing, unkempt grooming, smells of alcohol/marijuana; or
- *Speech*: slurred or incoherent speech, stammering, nonsensical or inappropriate speech (e.g., cursing).

If a supervisor or administrator has reasonable suspicion that an employee is intoxicated, the employee will be driven to a test site for a drug test. An employee will not be allowed to drive if it is suspected that he/she is under the influence.

If the employee passes the test successfully, the employee will be allowed to return to his/her regular work duties. If the employee does not pass the test successfully or refuses to take a test, transportation will be arranged for the employee to return home or transported for medical care if necessary, and the employee could face disciplinary action, up to and including possible termination. Law enforcement will be contacted for additional support as required.

Tobacco and Marijuana Products

Smoking, vaping, or use of any tobacco products is prohibited in the building and on school property (including the parking lot). Staff is expected to set a positive example for students concerning the use of tobacco (smoking or chewing), e-cigarettes, and marijuana by following the school policy and state laws regarding tobacco and marijuana possession and use. Staff is prohibited from using tobacco, e-cigarettes, and marijuana during all school-sponsored activities, even those off school property. The use of tobacco, e-cigarettes, or marijuana while driving or sitting in school-owned vehicles is prohibited, both on and off school property. In order to be healthy role models for students, school staff is discouraged from any visible possession or use of tobacco, e-cigarettes, or marijuana during work hours.

Social Media Policy

The following policy governs employee use of social media, including any online tools used to share content, profiles, opinion, insights with others such as personal web pages, message boards, networks, communities, and social networking websites, including, but not limited to, Facebook, Instagram, Twitter, and LinkedIn as well as weblogs ("blogs"). The lack of explicit reference to a specific site herein does not limit the application of this policy to such site.

The school respects the rights of all employees to use media for self-expression. However, the school also has an interest in protecting its image, goodwill, and reputation in the community. For this reason, the school expects employees to conduct themselves in a professional manner and exercise good judgment when using social media, social networking sites, and/or blogs.

Therefore, employees are strictly prohibited from doing any of the following:

- Listing their school e-mail address or school-issued phone numbers unless the social media, social networking site, or blog is used solely for school business and has been authorized by the Principal;
- Using any social media, social networking, blogs, or other form of online publishing or discussing activities while on school time, property, or business except if it is being done for school business and with the written permission of the Principal;
- Posting any material that is obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, or hateful to another person or entity;
- Posting or using a picture or likeness of an administrator, supervisor, or co-worker without that individual's express advance permission or of a student or student's family member without a written, signed media release;
- Engaging in activity that reflects or may reflect negatively on the school, its affiliates, vendors, employees, students, or student's family members, or contains any content prohibited by the school's policies and procedures;
- Having ongoing online associations (friending, following, etc.) with current students and communicating through social media with current students without having a parent or guardian also involved in each message sent or received;
    - If an employee receives a social media message from a current student, the employee will forward the message to the student's parent or guardian and notify the Principal; and

- Using text message, instant message, or other short message services to communicate with current students at any time.

Teachers may communicate electronically with students only via the School Information System.

Employees engaging in use of social media, social networking, and blogging activities are subject to all of the school policies and procedures, including but not limited to the school's policies on (1) protecting the confidentiality of school information, (2) safeguarding school property; (3) the prohibition against unlawful discrimination and harassment; and (4) the use of the school's electronic systems.

Employees are expected to remain respectful of the school, administrators, students, and co-workers, and other educational institutions and are prohibited from posting any material that is obscene, vulgar, defamatory, threatening, discriminatory, harassing, abusive, hateful, or embarrassing to another person or entity, and must not engage in activity that reflects or may reflect negatively on the school, its affiliates, employees, clients, partners, vendors and suppliers, or contains any content prohibited by the school's policies and procedures.

Employees have no expectation of privacy while using online social media, social networking sites, and/or blogs. Employees should expect that any information created, transmitted, downloaded, exchanged, or discussed in online media, social networking sites, and/or blogs may be accessed by the school at any time without prior notice. Employees are personally responsible for the commentary they express and the material they post while engaging in online social networking and blogging activities.

Violations of this policy may result in disciplinary action, up to and including termination of employment.

Resolving Problems - Grievance Procedure

If you have a problem or issue with a co-worker or a school policy, we encourage you to handle this issue directly with those involved. It is best to resolve problems right away. Please note that this general grievance procedure does not apply to issues regarding unlawful harassment and discrimination, including sexual harassment, and any complaints regarding those policies should be handled as noted above. For a general grievance issue, you can take the following steps:

(1) Address the situation directly with the other person(s) involved. If the problem or issue is not resolved, proceed to step 2.

(2) Enlist the assistance of an administrator to assist in facilitating a resolution. If the issue relates to the Principal, the employee should take that concern to the

Chairperson of the Board of Directors. If the problem or issue is not resolved, proceed to step 3.

(3) Prepare a written grievance for the Principal (unless the Principal is the object of the grievance, in which case the employee should take that concern to the Chairperson of the Board of Directors), who then reviews and acts upon that grievance as appropriate. If the problem or issue is not resolved, proceed to step 4.

(4) Prepare a written grievance for the school's Board of Directors, who then may choose to hear additional information at a Board meeting and will ultimately make a final decision, not subject to appeal.

Disciplinary Actions

To ensure safety and security and to provide the best possible work environment, ICA expects all staff to follow the policies and procedures set forth in this Handbook. It is not possible to list all forms of behavior that are considered unacceptable in the workplace, and ICA has the right to apply any discipline it reasonably determines is appropriate and will not follow any set form of progressive discipline. Levels of staff disciplinary action will be based on each circumstance and could include any of the following: verbal warnings, written warnings, fines, suspensions, termination of employment, or other measures deemed appropriate and necessary by ICA administrators or Board of Directors. If written warnings are used, they will include the reasons for the supervisor's dissatisfaction and any supporting evidence.

Without limiting the generality of the foregoing provision regarding disciplinary actions, the following is a list of actions that could result in immediate termination without notice:

- Failure to perform the duties required, or for a transgression which compromises the safety of anyone at the school or which involves conduct that is disruptive to the operation of the school or the academic advancement of the school. In such cases, the school may require the employee to immediately leave the school premises and cease all activity at the school;
- Gross misconduct or criminal acts;
- Insubordination;
- Failure to complete daily responsibilities such as lesson plans, grading, and/or parent conferences;
- Participation in illegal or questionable activities that would reflect poorly on the school, or inappropriate language or conduct within the presence of students;

- Falsification of employment records, employment information, or other records;
- Recording the work time of another employee, allowing any other employee to record the employee's work time, or allowing falsification of any time record, whether yours or another employee's;
- Theft or the deliberate or careless damage of any school property or the property of any employee or student;
- Possessing, distributing, selling, transferring, or using or being under the influence of alcohol or illegal drugs in the workplace;
- Carrying firearms, weapons, or dangerous substances at any time on premises owned or occupied by ICA unless, in the case of carrying firearms or weapons, such carrying is permitted by policy adopted by the Board of Directors;
- Using abusive or threatening language at any time during working hours or while on premises owned or occupied by ICA;
- Absence for three (3) consecutive scheduled workdays without notifying ICA as required by this policy;
- Leaving work without the Principal's permission for any reason during normal working hours;
- Failing to observe work schedules, including meal and rest breaks;
- Abusing or misusing paid sick leave;
- Failing to provide a certificate from a health care provider when requested or required to do so in accordance with applicable law or school policy;
- Working overtime without authorization or refusing to work assigned hours;
- Violating any safety, health, or security policy, rule, or procedure of the school; and
- Committing a fraudulent act.

Specific Obligations

Suspected Child Abuse Policy

All school employees are mandated reporters. ICA employees shall abide by all federal, state, and local laws regarding the reporting of suspected child abuse or neglect. All staff are responsible for understanding and being informed of current laws and regulations

regarding suspected child abuse or neglect. Without limiting the generality of the foregoing, the following law in Colorado is applicable:

Colorado Revised Statute 19-3-304 states that a school employee "who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect or who has observed the child being subjected to circumstances or conditions which would reasonably result in abuse or neglect shall immediately upon receiving such information report or cause a report to be made of such fact to the county department or local law enforcement agency or through the child abuse reporting hotline."

At ICA the protocol is as follows:

1. The staff member is required to inform the school district's Department of Human Services by calling the hotline at (844) CO-4-Kids or (844) 264-5437, or by filling out the Elbert County Child Protection Referral Form or by phone to (303) 621-3149, extension 1.

2. Staff members are not to contact the parents/guardians regarding the alleged allegations.

3. The staff member must notify the Principal of the concern. The Principal will require the reporting staff member to document the information in writing, giving clear and specific details. Any documentation of reports must be based on fact.

4. If the alleged perpetrator is a staff member, law enforcement must be notified.

5. If a student or a staff member threatens that they want to hurt or kill themselves, stay with them and contact the Principal or his/her designee immediately.

Student Supervision

In order to assure the safety of the student body and to minimize the amount of building misuse, it is critical that students are supervised during unstructured time periods. Drop-off begins at 7:30 a.m., and teachers are expected to be ready to receive students at that time. This allows students to get inside out of the weather and prepare themselves for the expected 7:45 a.m. academic start to the day.

If you need assistance at any time with student supervision, please make sure to consult with a colleague and inform school leadership if you need additional support. An enormous amount of learning needs to take place during the school day and every minute of direct instruction needs to be used to meet the rigorous demands for student growth for which we are all held accountable. Minimizing lost instruction time by intentionally

reducing the time spent during transitions is an easy way to increase student time on task. For example, transitions to recess, lunch, specials, etc. are all areas of which to be mindful.

Teachers must obtain prior approval from ICA Administration before leaving the building during regularly scheduled work hours. Prior to leaving the building, teachers must notify the receptionist in the office so that administration will have the information necessary to answer questions that arise and support your safety and our school's security.

Assemblies, Field Trips, and Special Events

Teachers are responsible for the supervision of their students during all assemblies, field trips, and special events. Each teacher is responsible for adhering to school policy when arranging for chaperones and volunteers. Staff members can recruit parents and patrons to volunteer, but must send the parent/patron to the office to get an application so a background check can be completed before the parent/patron can begin volunteering in the school. A list of volunteers who are eligible will be made available to staff members.

Field trip request forms are available in the front office or in a shared documents folder. Field trip request forms must be processed at least one month prior to a field trip. Requests for a field trip must be forwarded to the Principal with a copy to the Receptionist/Registrar.

Parent/Guardian permission slips are required to be kept on file every time a student is taken off ICA school grounds. A copy of the signed permission slip must be turned into the office and a copy must travel with the teacher on the trip. The permission slip contains emergency contact information and any relevant emergency medical information.

Coverage for Extracurricular Events

ICA expects all staff to help supervise evening and/or off hour events that help showcase our students' work and performances. Individual teachers may also develop/create opportunities for community engagement to display children's work and promote their program. Community engagement events are a regular part of ICA's marketing practices and staff are strongly encouraged to attend as part of their professional responsibility.

Taking Students Out of the Building

Any staff member wishing to take students out of the building for any reason other than regularly scheduled activities must notify the front office of where they will be. A follow-up contact with the ICA Receptionist/Registrar is required to ensure that the office staff is aware of the location of the teacher and the students in case of an emergency.

Personal Appearance

All ICA employees are expected to dress professionally and present themselves as role models for students. In leading by example, employees are expected to be familiar with the school's Dress Code Policy. Additionally, all employees will abide by the following standards:

- Hair shall be clean, neatly groomed, and non-distracting. Hair colors and styles should be natural.
- All employees are expected to wear a school-issued identification badge.
- Body piercings, aside from women's ears, must not be visible.
- Tattoos should not be visible if reasonably possible.
- Foundation garments shall be worn and shall not be visible with respect to color, style, outline, and texture. Clothing must be opaque.
- Shirts, sweaters, and blouses must be tucked in or of an appropriate length so as not to expose the midriff at any time.
- Pants and skirts must fit at the waist and not be excessively form-fitting.
- The following types of clothing are **not** allowed: Denim clothing, jeans of any color, t-shirts, tank tops, hemlines more than three inches above the knee, spaghetti straps, see-through clothing, strapless clothing, yoga pants, leggings worn as pants, athletic pants, sweatpants, shorts, skorts, any clothing that is tight or revealing, and any clothing that promotes or can reasonably be interpreted as promoting drugs, alcohol, or violence.
- Staff members teaching physical education or coaching a sport should maintain a professional standard of dress appropriate for the activity in which they are engaged.
- In matters otherwise unaddressed by these brief guidelines, employees must present themselves in ways that help lead students in their compliance with student-dress standards.

The Principal or Dean of Students will disseminate guidance regarding relaxed dress standards that apply for staff and faculty corresponding to student-incentive-dress days, if any (e.g., "free-dress" days, "spirit days," "t-shirt days,"), allowing relaxed dress-code standards.

Personal Property

Employees should not bring large sums of money, jewelry, or other valuables to work. Personal property that is brought into the school must be kept in a secure place, and ICA is not responsible for personal property that is lost, damaged, stolen, or destroyed. Additionally, employees park at their own risk and ICA will not be responsible for theft or damage to any vehicles parked on or near ICA property. Also, ICA will not be responsible for personal property left in vehicles that is lost, damaged, stolen, or destroyed.

Access to ICA Property

ICA reserves the right to access teacher classrooms, work stations, filing cabinets, desks, packages sent to the school, and any other school property at its discretion with or without advance notice or consent.

ICA reserves the right to access the internet activity of any staff member conducted using the ICA network, as well as any information stored on ICA computers, and any voicemails or other communications conducted using ICA telephones. ICA staff members are expected to limit their internet and phone use to work-related activities. ICA staff does not have any expectation of privacy in the use of ICA property, including internet servers, computers, email, or any other modes of communication or storage.

Weekend / Evening Use of the Building

Staff are asked to be extra attentive to making sure the building is secure before leaving when they have entered the building during off hours. If you have unlocked anything or turned on lights, you are required to re-lock and turn off lights, respectively, before you leave. Lost keys may result in re-keying of locks with the expense potentially being billed to the staff member. DO NOT let any student or other family member use your keys. The building has an alarm system and it is your individual responsibility to know how to disarm and alarm the system.

Employee / Vendor Interaction

The following policy applies to employees involved in the procurement of goods and/or services from outside vendors or the awarding and administration of contracts for goods and/or services on behalf of the school, its employees, and/or students:

1. No employee, officer, or agent shall purchase or establish a contract if a conflict of interest, real or apparent, would be involved. Conflicts of interest arise when one of the following has a financial or other interest in the firm selected for the award:

    a. the employee, officer, or agent;

b. any member of the immediate family;

c. his or her partner; or

d. an organization which employs or is about to employ one of the above.

2. Employees, officers, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from contractors, potential contractors, or parties to sub-agreements.

3. Disciplinary action will be applied for violations of such standards by officers, employees, or agents of the entity. The level of discipline will depend upon the nature of the violation.

4. Regardless of procurement method, the following factors will be determined regarding allowable costs:

a. Whether the costs are necessary and reasonable for proper and efficient administration of the program(s);

b. Whether the costs are allocable to federal awards applicable to the administration of the programs(s);

c. Whether the costs are authorized and not prohibited under federal, state, and local laws; or

d. Whether the costs avoid acquisition of unnecessary or duplicative items.

Budgeting and Purchase Procedures

Teachers must submit requests for purchases to be made and the Principal must approve all purchases in advance. Once approved, the form is submitted to the Office Manager for further processing. Staff are required to request existing resources from a colleague or the main office before a purchase order is requested. Occasionally, sudden needs for the classroom will arise. Employees may bring special or emergency needs to the Principal for consideration.

Any fundraising activities must go through the proper process which includes being approved by the Principal. Money is not to be kept overnight in any office or classroom. The Office Manager can hold money in the safe overnight. Lost or stolen funds must be replaced by the staff member who last had possession thereof. The purchasing process is in place as a safeguard for the school and each staff member. Please adhere to the process for all transactions.

Expense Reimbursement

ICA recognizes that certain expenses are incurred by employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable pre-authorized expenditures consistent with Internal Revenue Service requirements and Colorado Law. All approval and reimbursement procedures must be followed prior to reimbursement. For information regarding expense reimbursement for staff traveling on approved school business, contact the Office Manager.

Intellectual Property

All work products created by employees during the term of their employment at ICA for use by or at ICA are the express property of ICA. This includes, but is not limited to, course syllabi, unit plans, lesson plans, supporting curricular documents, and program design materials. ICA shall have the indefinite right to use such works at its discretion and in any manner and ICA will retain ownership in the property in order to collaborate with other teachers at ICA.

All material created, gathered, or otherwise received (including materials obtained at professional development training paid for by ICA) are the express property of ICA. All work products must be backed up on the school network server on a weekly basis to assure protection of, and access to, ICA's shared intellectual property.

Grants

Employees are encouraged to seek additional funds to support their work. Employees must, however, seek prior written approval from the Principal for any grant submissions.

Student Attendance Procedures

Teachers are required to maintain accurate, up-to-date attendance and tardy records. Within the first hour of the school day, teachers are required to enter their attendance/tardies into Infinite Campus. A student arriving to class after attendance has been taken must have their attendance changed from absent to tardy. Typically, students will check in with the office when they arrive late, and the Receptionist/Registrar will mark them as tardy; however, on occasion, this does not happen. Please confirm that your attendance records reflect the tardy. It is critical that our records accurately reflect the student's attendance and tardies.

Disciplinary Referrals

Classroom teachers are expected to handle minor disruptions in the classroom. After redirecting a student once or twice the teacher will refer the student to the office for a visit

with an administrator. Administrators will refer to the Honor Code or other applicable school policy when handling conduct violations.

Having students at school and in class is the school's top priority. When a student's behavior negatively affects the learning environment, natural consequences, such as failing the day's coursework, will be the preferred consequence. Disciplinary actions, depending upon the nature of the action and referral, may include a student warning (oral or written), parent notification, a written assignment, lunch detention, community restorations, in-school suspension, out-of-school suspension, or expulsion. Refer to the school's discipline policy for further information.

Grades and Report Cards

Teachers are expected to keep their grade books updated weekly. Final grades must be entered in Infinite Campus and approved by the Principal or designee prior to leaving the building at the end of each grading period.

Compensation and Performance

Wage and Salary Policies

It is ICA's desire to pay wages and salaries that are competitive with other public schools in a way that will be motivational, fair and equitable, variable with individual and school performance, and in compliance with all applicable statutory requirements.

Performance Reviews

The Principal will evaluate all teachers, campus administrators, and other staff on an annual basis. Administration and teaching staff will work closely together during the evaluation process to set and obtain professional development goals in order to improve teacher effectiveness and increase student achievement overall. All teaching staff receive at least one formal observation annually and that evaluation includes the following requirements:

- Evaluation in alignment with quality standards defining an effective teacher;
- The professional practice quality standards account for half of an educator's annual evaluation; and
- At least 50% of an educator's annual evaluation is based on Measures of Student Learning, including:
    - *Student Achievement*: Grade level proficiency and content mastery, and

- *Student Growth*: Student growth percentile is used to compare student growth to their academic peers.

Teacher evaluations will include the following components:

- Planning and delivering rigorous academic lessons;
- Classroom environment expectations;
- Professional responsibilities and leadership;
- Blended learning; and
- Assessment of student instructional needs.

Other support staff, such as clerical staff and teacher assistants, will also receive feedback on their performance via in-house assessment tools and individual conferences with the Principal or the Principal's designee. School staff performance will be continually improved through a number of strategies. Performance evaluations will be completed by the Principal, or the Principal's designee, and will serve as the basis for continuing employment.

Payroll

Employees are paid by electronic bank transfer. Paychecks will reflect the employee's work hours, computed pay, deductions for federal, state, and local income taxes, and any other adjustments as contained in applicable school policies.

Pay Period

Our paydays are the 15th and last day of each month or such other day(s) as the administration shall adopt, and administration will notify staff in advance of any change.

Termination

ICA asks all employees who are terminating their employment with ICA to provide thirty (30) business days' notice in writing to the Principal, the Office Manager, or to ICA's human resources department.

Time Cards / Records

By law, ICA is obligated to keep accurate records of the time worked by "non-exempt" employees. All employees are required to clock-in and clock-out in the front office of ICA. Clocking-in should be done immediately when the employee physically arrives inside the school, but not before their scheduled start time. Employees must not clock-in or clock-

out for another employee. Likewise, employees should not clock-in or clock-out while they are not physically at ICA.

Your time card/time tracking record is the only way the payroll department knows how many hours you worked and how much to pay you. Your time card/time tracking record indicates when you arrived and when you departed. All employees are required to keep the office advised of their departures from and returns to the premises during the work day. You are responsible for your time card/time tracking record. Remember to record your time. If you make an error on your card/record, your supervisor must make the correction, which you and your supervisor must then initial.

Non-exempt employees are not permitted to work any period of time beyond the scheduled work period without pre-approval from their supervisor.

Benefits

Eligible employees of ICA shall be entitled to receive all voluntary and required fringe benefits, including, but not limited to, health, dental, and life insurance, as determined by the Board of Directors. These benefits will be organized by ICA and administered through the human resources department.

School Holidays

ICA provides paid holidays for full-time/exempt employees, and unpaid holidays for full-time/non-exempt and part-time employees. ICA observes the following paid holidays, which are also days on which the schools are closed to students:

- Martin Luther King Day,
- Presidents' Day,
- Memorial Day,
- Labor Day,
- Thanksgiving Day, and
- Friday After Thanksgiving Day.

School Vacations

School is closed to students during Summer Break (typically between June and August), Winter Holiday (typically 2 weeks during December and January), Thanksgiving break (typically 1 week), and Spring Break (typically 1 week in March or April).

The school calendar is announced before the start of each school year. ICA reserves the right to modify the school calendar at any time.

Leave of Absence Policy

Each instructional staff member receives eleven (11) days of "personal time off" (PTO) annually. All non-hourly employees will be given five (5) days of PTO per school year.

Office staff will be given PTO days as follows:

- *12-month employee* – ten (10) PTO days during the school year and ten (10) PTO days during the Summer Break.
- *10-month employee* – thirteen (13) PTO days.

If a teacher knows ahead of time that he or she will be absent for more than two (2) days, teachers should fill out a leave request form 30-days prior to being absent and request for a substitute teacher as soon in advance as possible. Same day absence requests for substitutes must be made **prior to 6:00 a.m.** Contact must be made and **confirmed** with the substitute system. It is not always possible to find substitutes on short notice and when substitutes are not available it impacts your colleagues who will now be covering your students. For emergencies, staff may request up to 1-hour leave from the Principal directly and, if in-staff coverage can be found, the emergency absence can be approved.

Employees may not take PTO the day before or after a long break (e.g., Spring break, Thanksgiving, and Christmas).

Employees who have exhausted their allowance of PTO days during any given year are prohibited from taking any additional unscheduled days off, the violation of which may result in immediate termination.

Instructional staff who are asked to return for the following school year will be able to roll over any unused PTO up to a total of no more than thirty (30) days accrued. Any accrued PTO in excess of thirty (30) days is forfeited and not available for use or cash-out.

Instructional staff may cash out eleven (11) days per year of PTO using the following process. Only instructional staff are eligible to cash-out. Instructional staff wishing to cash-out unused PTO days may do so during the first four (4) weeks of the school year by submitting the applicable form to the school office staff. The cash-out percentage for unused PTO days is 80% of the employee's per-day salary in effect for the previous school year. If more than five (5) PTO days were taken in any given year, there is no cash-out option for that school year. There must be a balance of eleven (11) days remaining in the PTO bank following the cash-out of PTO. The maximum amount of days that may be cashed-out in any given year is eleven (11) days (the current year's accrual). The school

reserves the right to revise the PTO policies, including the rollover and PTO provisions, at any time, with or without notice.

If a teacher resigns, their PTO will be calculated on an accrual basis at a rate of 1.1 days per month. If a teacher has not used all of their accrued PTO upon resignation, they will be paid the balance of their PTO in addition to any other amounts owed. If a teacher has used more PTO than they have accrued, the teacher will not be paid for any PTO.

Jury Duty / Witness Leave

Employees will be released for any required jury duty or witness process and will be paid the difference between their regular pay and all the monies paid to them by the court, for a maximum of five (5) working days. Employees who are required to serve for more than five (5) working days may take time off, without pay, for the balance of the time. Upon completion of jury duty, a Verification of Attendance Form must be presented to the business manager of ICA. Employees who are excused from jury duty for the day, or are excused early, should report to work when it is practical to do so. If an employee is called to serve on jury duty at a time that would unreasonably interfere with normal educational and business operations, he or she should request that the required service be rescheduled for a later date that would be less conflicting with your duties at ICA.

Bereavement Leave

Employee is granted five (5) paid days in case of death of an immediate family member (spouse, partner, child, employee parent or spouse's parent, employee or spouse/partner's sibling, grandparent or spouse's grandparent), or any other family member living in the employee's house. Employee may request to leave during a workday to attend funeral services for anyone, subject to the Principal's approval.

Military Leave

ICA complies with all applicable state and federal laws concerning leave for military service.

Religious Observance

ICA adheres to all state and federal laws regarding religious observation and accommodation. Employee may request leave to participate in a religious observance or request an accommodation by making a written request to the Principal for approval.

Emergency Volunteer Workers

ICA will adhere to all state laws regarding leave for emergency service volunteers.

Family and Medical Leave Act

ICA complies with all federal regulations regarding the Family and Medical Leave Act (FMLA). This policy is intended to outline the general procedures and guidelines for obtaining unpaid leave under FMLA for certain specified family and medical purposes. If you have questions regarding this policy, please contact the ICA office manager or the human resources department.

Employees may be eligible for FMLA if: (a) the employee has been employed by ICA for at least twelve (12) months preceding the commencement of a leave of absence which need not be consecutive, but employment prior to a seven (7) year or more gap in employment is not counted towards eligibility period; and (b) the employee has worked more than 1,250 hours during the twelve (12) months immediately preceding the date the leave is sought.

Requirements for Leave

An eligible employee may request a leave of up to twelve (12) weeks within a 12-month period for one or more of the following reasons:

- *Medical Leave*: Employee is unable to perform the functions of his or her position due to a serious health condition.

- *Family Leave*: Employee's incapacity due to pregnancy, prenatal medical care or child birth; to care for the employee's child after birth, or placement in adoption or foster care, if within twelve (12) months following birth, adoption, or placement in foster care; or to care for a spouse, child (under 18 years old or disabled), or parent of the employee who has a serious health condition.

- *Servicemember Leave*: To care for a covered servicemember*; or for certain qualifying exigencies related to a spouse, child, or parent who is on covered active duty or call to covered active duty in the Armed Forces. Qualifying exigencies may include, for example, attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

* Eligible employees who take FMLA leave to care for a covered servicemember are entitled to up to twenty-six (26) weeks of leave during a single 12-month period.

A serious health condition is any illness, injury, impairment, or physical or mental condition that involves:

1. Inpatient care in a medical care facility and any resulting period of incapability and continuing treatment; or

2. Continuing treatment by a healthcare provider that either prevents the employee from performing the functions of the employee's job, or prevents the qualified family member from participating in school or other daily activities. Examples may include:

   a. any incapability that requires an absence from daily activities for more than three (3) consecutive calendar days for which the individual receives treatment from a healthcare provider on at least two (2) occasions or one occasion followed by a regimen of continuing treatment under the supervision of a healthcare provider;

   b. any period of incapability due to pregnancy or prenatal care;

   c. any period of incapability due to a chronic serious condition;

   d. any period of incapability due to a permanent or long-term condition for which treatment may not be effective; or

   e. any period of absence to receive multiple treatments by a healthcare provider.

A covered servicemember is: (a) a member of the Armed Forces who has a serious injury or illness that may render the servicemember medically unfit to perform his or her duties for which the servicemember is undergoing medical treatment, recuperation, or therapy, or is in outpatient status, or is on the temporary disability retired list; or (b) a veteran who is undergoing medical treatment, recuperation, or therapy, for a serious injury or illness and who was a member of the Armed Forces at any time during the five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. Armed Forces includes the National Guard and Reserves.

A serious injury or illness means: (a) in the case of a member of the Armed Forces, an injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty in the Armed Forces and was aggravated by service in line of duty on active duty in the Armed Forces) and that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating; and (b) in the case of a veteran who was a member of the Armed Forces at any time during the five (5) years preceding the date on which the veteran undergoes medical treatment, recuperation, or therapy, a qualifying injury or illness that was incurred by the member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the member's active duty and was aggravated by service in line of duty on active duty in the Armed Forces) and that manifested itself before or after the member became a veteran.

Procedures for Leave

If the necessity for leave is foreseeable, an employee must request the leave in writing at least thirty (30) days in advance. In any case, notice is required as soon as practicable. If the leave is foreseeable based on a planned medical need, an employee must make a reasonable effort to schedule treatment so as not to unduly disrupt job performance and must follow the procedures for planned absences.

An employee requesting leave must provide appropriate documentation, sufficient for ICA to verify qualifying reasons for the leave, and the anticipated timing and duration of the leave. Any request for leave based on a serious health condition, whether it involves the employee or a family member, must be made in a timely manner, and supported by appropriate medical certification. Documentation and verification confirming family relationship, adoption, or foster care may also be required.

If the leave stems from an employee's health condition, the medical certificate must specify that the employee is unable to perform the functions of his or her job, and must state the duration of such a work restriction. For a leave stemming from the health condition of a family member, the medical statement must specify that the employee is needed to care for the family member. In all cases of leave for a serious health condition, ICA reserves the right to request a second medical opinion at ICA's discretion and expense.

Length of Leave

Each eligible employee may be granted an unpaid FMLA leave period up to twelve (12) work weeks during a 12-month period. ICA uses a "rolling" 12-month period measured backward from the date an employee commences the FMLA leave. If both spouses work for ICA, the spouses are limited to twelve (12) weeks of leave in total during this 12-month period if the leave is for the birth, adoption, or foster placement of a child, or to care for a sick parent.

Employees must use all paid or unpaid leave, other than sick leave, to which they are otherwise entitled, when taking leave for any of the reasons allowed under FMLA as stated above. Unused sick leave, if applicable, must be used as part of FMLA leave for the serious health condition of the employee or the employee's spouse, child, or parent. Use of such paid or unpaid time off reduces the eligibility period for FMLA leave on a day-for-day basis. Vacation, holidays, and sick leave will not accrue during unpaid FMLA leave.

Intermittent Leave

Leave may be taken intermittently or on a reduced leave schedule under the following circumstances as approved by ICA:

1. For the birth of a child or for placement of an adopted or foster care child;

2. When medically necessary for treatment of, or recovery from, a serious health condition;

3. To provide care or comfort to an immediate family member with a serious health condition; or

4. For periodic treatment of a serious health condition.

Employees must make reasonable efforts to schedule intermittent leave for planned medical treatment so as not to unduly disrupt student instructional time.

Employees may be required to transfer during the period of intermittent or reduced leave to a position, equivalent in pay and benefits, which better accommodates recurring periods of leave. Upon conclusion of the need for intermittent or reduced-hour leave, employees will be returned to their original positions or a position equivalent in pay, benefits, and other terms and conditions of employment.

Benefits During Leave

An employee on leave of absence under FMLA will be retained on ICA's medical and dental insurance plan for the duration of the leave. The employee must make arrangements with the administration for payment of spouse/domestic partner/dependent premiums, if applicable.

In the event that an employee fails to return from FMLA leave, the employee will be liable for the premiums paid by the employer to maintain insurance coverage unless: (1) the employee's failure to return to work stems from the continuation, recurrence, or onset of a serious health condition of the employee or a family member, or (2) the failure to return stems from circumstances beyond the control of the employee.

Maternity / Paternity Adoption Leave Policy

For those employees who do not qualify for FMLA, leave for the birth of a child or for the care of a newly-born child or adopted child may receive up to six (6) work weeks paid for maternity or adoption leave based on years of service.

Sliding scale as follows:

a. 1st year = 1 week paid

b. 2nd year = 2 weeks paid

c. 3rd year = 3 weeks paid

d. 4th year = 4 weeks paid

e. 5th year = 5 weeks paid

f. 6th year and beyond = 6 weeks paid.

Five (5) days of paternity leave may be taken from accumulated sick leave days, not contiguous with holidays, or use of sick days for personal reasons.

The following general provisions apply to all leave of absences:

1. A request for an extension of a leave of absence must be made in writing three (3) working days prior to the expiration date of the original leave, and when appropriate, must be accompanied by a physician's written statement that certifies the need for the extension.

2. Failure to return to work on the first workday following the expiration of an approved leave of absence may be considered a voluntary termination.

3. Coverage under the school's group insurance plan will continue on the following basis:

   - For the first thirty (30) days of an approved leave of absence, ICA will continue to contribute to premiums as if the employee was actively at work.

   - Employees will be required to pay the entire premium for continued coverage during the portion of an approved leave of absence in excess of thirty (30) days.

   - Employees must make arrangements with ICA to pre-pay their share of group insurance premiums before going on a leave of absence.

4. Employees will not accrue length of continuous service for the portion of a leave of absence in excess of thirty (30) days.

5. Employees on leave of absence will be subject to lay off on the same basis as employees who are actively at work.

6. Employees on leave of absence must communicate with ICA on a regular basis, at least once each month, regarding their status and anticipated return to work date.

7. Employees on leave of absence who seek or accept other employment without ICA's prior written approval will be subject to disciplinary action up to and including possible termination.

8. Employees who falsify the reason for the leave of absence will be subject to disciplinary action, up to and including possible termination.

9. All leaves of absence must be approved in advance, in writing, and given to the Administration, unless specified otherwise.

10. All leaves of absence will be considered on an individual basis and acted on accordingly.

Reasonable Accommodations under the Americans with Disabilities Act

ICA is committed to complying with all guidelines under the Americans with Disabilities Act ("ADA"), as amended, with regard to the treatment of qualified individuals with a disability. It is ICA's policy not to discriminate against qualified individuals with a disability with regard to any aspect of employment.

ICA recognizes that some individuals with disabilities may require reasonable accommodations. If you are disabled or become disabled (meaning you have a mental or physical impairment substantially limiting one or more major life activities) and you require a reasonable accommodation, you must contact your supervisor, the Principal, or ICA's human resources department to begin the interactive process, which will include discussing your disability, limitations, and possible reasonable accommodations that may enable you to perform the essential functions of your position, make the workplace readily accessible to and usable by you, or otherwise allow you to enjoy equal benefits and privileges of employment.

Requests for accommodation under this section may be made by an employee or by a person who is applying for employment, and may be made either orally or in writing.

2025-26 Statement of Acknowledgment

This is to acknowledge that I have received a copy of the Independence Classical Academy ("ICA") Employee Handbook, and all its accompanying appendices and attachments, and that I understand ICA is an at-will employer. I understand that this manual provides guidelines and summary information about the school's personnel, policies, procedures, benefits, and rules of conduct. I also understand that it is my responsibility to read, understand, become familiar with, and comply with the standards that have been established. I further understand that ICA reserves the right to modify, supplement, rescind, or revise any provision, benefit, or policy from time to time, with or without notice, as it deems necessary or appropriate.

By signing below, I confirm that I have read and understand the information in the Employee Handbook. I further understand and agree that my employment with ICA is at-will and therefore ICA or I may terminate the employment relationship at any time, for any reason, with or without notice.

_____

Employee's Name (Please Print)

_____ _____

Employee's Signature **Date**



FINANCIAL POLICIES & PROCEDURES MANUAL

FOREWORD AND GENERAL OUTLINE

The policies identified in this *Financial Policies and Procedures Manual* are designed to ensure effective internal controls over revenues, expenses, and fixed assets. This manual is intended to supplement and ensure compliance with the Colorado Department of Education's Financial Policies and Procedures Manual produced pursuant to C.R.S. §22-44-204(3), and shall not replace any statutory and regulatory acts governing Colorado charter school financial policies and procedures. This manual shall be evaluated on a regular basis to ensure ongoing compliance with all statutory and regulatory authorities.

The school principal will be responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board. The school's on-site administration/faculty and staff will report directly to the principal, who then reports to the Governing Board. A Charter School Management Service Provider (MSP), contracted by the board, will provide bookkeeping, and financial forecasting services to the Governing Board for its oversight and approval.

The Board, at minimum, will be responsible for:

1. Reviewing and approving a preliminary annual budget prior to the beginning of the fiscal year;
2. Reviewing quarterly financial statements, which include a balance sheet and statement of revenue, expenditures, and changes in fund balance, at each public board meeting;
3. Annually adopting and maintaining an operating budget for the school;
4. Retaining the services of a certified public accountant/auditor to conduct the annual independent financial audit;
5. Reviewing and approving the audit report, including audit findings and recommendations, and implementing action plans to address findings and recommendations, if necessary;
6. Reporting to all applicable legal agencies including the charter school's authorizer; and
7. Overseeing the school's principal and all financial matters delegated to the principal.

School invoices relating to daily operations will be managed by the Board-approved MSP. The principal will manage the daily operations and site-based finances, including expenditures and receivables and seek prior approval from the Board for expenditures over a pre-approved amount (as per Board policy). The principal and MSP will report on a monthly basis to the Governing Board on all payroll reports, financial statements, and any other information requested by the Board.

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1. Charter School Budget

The charter school budget will serve as the financial plan of operation for the charter school and will include estimates and purpose of expenditures for a given period and the proposed means of financing the estimated expenditures. The charter school will provide the budget and budget documents in accordance with the rules and regulations as specified by statute, the Colorado Department of Education, and the Elizabeth School District.

2. General Operating Contingencies

General operating contingencies may be established at an amount deemed sufficient by the governing body to responsibly enable the charter school to meet unforeseen financial needs due to emergencies and changing charter school needs. The amount will be established by the governing body during the budget development process. General operating contingencies may be recommended by the administrator for governing body approval. The need, purpose, and amount of the transfer shall be duly recorded.

3. Fund Balance

The governing body recognizes its responsibility to establish an unreserved fund balance in an amount sufficient to:

1. Comply with C.R.S. §22-44-105, as required under the provisions of Section 20(5) of Article X of the Colorado State Constitution;
2. Protect the charter school from unnecessary borrowing in order to meet cash-flow needs;
3. Provide prudent reserves to meet unexpected emergencies and protect against catastrophic events;
4. Meet the uncertainties of state and federal funding; and
5. Help ensure a charter school credit rating that would qualify the charter school for lower interest costs.

Consequently, the governing body directs the administrator to manage the currently adopted budget in such a way to ensure a positive year ending fund balance, plus any additional reserves set forth in the adopted budget.

In determining an appropriate unreserved fund balance, the governing body will consider a variety of factors with potential impact on the charter school's budget including the predictability and volatility of its expenditures; the availability of resources in other funds as well as the potential drain upon general fund resources from other funds; liquidity; and designations. Such factors will be reviewed annually.

4. Budget Preparation

The charter school budget will be prepared in full compliance with C.R.S. §22-11-108, C.R.S. §§22-11-403 to 406, C.R.S §§22-44-103 to 110, and all other applicable statutes, regulations and policies.

Campus Administrators have the responsibility to coordinate with the MSP to complete budget preparation for Board review and should develop such procedures necessary to ensure that the proposed budget reflects all areas of charter school operation.

The Principal, with the input of the School Accountability Committee, will establish budget priorities for the charter school and will make appropriate recommendations related to those priorities.

The MSP, based upon the direction from the School Administrator with the input of the School Accountability Committee, will be responsible for the preparation of the proposed budget document to be presented for Board Approval.

5. Budget Transfer Authority

The adopted budget is a financial plan which may be subject to change as a result of circumstances or events occurring during the ensuing budget period. All appropriation transfers shall be made using the guidelines in C.R.S. §22-44-110(5).

All "Budget Transfer Request" forms, when completed and approved by building administrators and/or department directors, will be forwarded to the MSP for review. A determination will be made if funds are available for transfer (i.e., outstanding encumbrances or low fund balance). If necessary, a resolution will be prepared for Board consideration. The "Budget Transfer Request" form will accompany the resolution and upon affirmative action by the governing body, be signed by the administrator.

6. Procedures for Collecting Outside Revenues

All revenues, outside of regular school funding directly deposited into school accounts, will be received by the School Front-Desk Manager/Receptionist. The Front-Desk Manager/Receptionist is required to issue a paper receipt to the payor in a receipt book provided by the School Office Manager. The receipt book must be a pre-numbered, multi-part receipt form.

At the end of each day, the Front-Desk Manager/Receptionist is required to turn over all payments and receipts to the Office Manager. The Office Manager and one other available school employee, but not the Front-Desk Manager/Receptionist or the Administrator who will be depositing the funds, will tally the total of the receipts and monies collected and verify the amounts match. The Office Manager will then endorse all checks For Deposit Only to the School's account and prepare a deposit slip.

A copy of all cash receipts and checks which support each deposit must be made and kept with a copy of the deposit slip.

A School Administrator is responsible for transporting all outside revenues to the Banking Institution selected by the Board of Directors. Deposits must be made either once a week or whenever more than $250.00 in cash has been received, whichever comes first.

7. Staff Training

Training in financial policies and procedures for administrators, office managers, and staff shall be provided at least annually. Documentation of training will be retained and a copy of the documentation should be submitted to the governing board.

8. School Fundraising Accounts

Independence Classical Academy may authorize a separate checking account with the depository institution selected by the Board of Directors for the deposit and maintenance of revenues obtained through fundraising, after school care, and other activities not funded with federal and state revenues. These revenues may include t-shirt sales, PTO transfers or donations, or other similar fundraising activities. These accounts are subject to the signature and purchasing requirements outlined in Sections 9 and 19. (This does not include any federal or state grants which, if obtained, should be deposited into the School's main operating account).

9. Authorized Signatures

Authority to sign checks written on any of the School accounts shall be as follows:

Under $2,500 – One Signature required

- Principal (if not arising from a purchase order authorized by the Principal)
- Board Treasurer
- Board Chair
- Academica Colorado Executive Director
- Academica Colorado CFO

$2,500 up to $25,000 – Two Signatures

- Principal
- Board Treasurer
- Board Chair
- Academica Colorado Executive Director

OR

- Academica Colorado CFO

Over $25,000 – Two Signatures

- Board Chair

AND

- Board Treasurer, Academica Colorado Executive Director, or Academica Colorado CFO

10. Utilities

The School may set up automatic payments with utility companies (e.g., electric, phone/internet, water/sewer, etc.). The School will create a P.O. for each invoice that will require a signature from the Principal. Any billing discrepancies will be investigated by Academica Colorado. Signature limits shall not apply to utility bills.

11. Board-Approved Contracts

The Board will authorize the Principal to approve online payments via wire transfers or ACH on contracts that have been presented and approved by Board of Directors. If a check needs to be cut instead of a line payment, the Principal may also be the second authorizing signature on checks above $25,000 for board-approved contracts.

12. Funding Proposals and Applications

The charter school shall pursue federal, state, or private grants or other such funds that will assist the charter school in meeting adopted governing body and charter school goals.

Proposals for external funds will be submitted to the governing body for evaluation and approval. In the event an opportunity arises to submit a grant proposal and there is insufficient time to place it before the governing body, the administrator is authorized to use his/her judgment in approving it for submission. The administrator will review the proposal with the governing body at its next regular meeting.

The governing body reserves the right to reject funds associated with any grant which has not been Board approved. The governing body shall, before an acceptance of such funds, consider the charter school's obligations, expectations, or encumbrances when the grant ceases.

13. Charter School Foundation

The governing body authorizes the establishment and incorporation of a foundation for the purposes of accepting, holding, and administering funds and gifts to the charter school for special and general purposes. The purposes of funds administered by the foundation may include scholarship, student aid, capital improvement projects, and extension of programs and other activities of benefit to the charter school and its students. Both the governing body and the foundation governing body of directors will receive annual evaluations for all funded projects.

The foundation will be incorporated under the Colorado Nonprofit Corporation Act and registered as a tax exempt corporation under Section 501 of the Internal Revenue Service Code.

The foundation will be governed by a governing body of directors whose selection, membership, and functions will be set forth in the foundation's bylaws. There may be no more than two (2) representatives of the foundation on the charter school's governing body.

14. Investment of Funds

The governing body may authorize the investment or reinvestment of funds which are not immediately needed for operation of the charter school. Such investments must comply with the Public Deposit Protection Act and any other state and federal law governing public funds and nonprofit corporations.

15. Fiscal Accounting and Reporting

The charter school's accounting and reporting system will be in accordance with generally accepted accounting principles and will conform to state laws and regulations. Accounting procedures shall show a detailed and meaningful analysis of both receipts and expenditures. This analysis should be

adequate for study and evaluation by the governing body and school management, and will serve as a basis to make financial and related educational decisions, to formulate future plans, to safeguard public funds, and to ensure adequate financial accountability.

Payment on all charter school accounts, including the general fund and special accounts, shall operate according to established accounting procedures.

All cash received is to be properly receipted. Money received shall be placed in deposit. The Administrator shall be the lawful custodial officer of all charter school funds and shall demand receipt for, and safely keep according to law, all bonds, mortgages, notes, moneys, effects, books, and papers belonging to the charter school. Funds may be commingled in the depository so long as they are budgeted and accounted for separately.

16. Financial Reports and Statements

The governing body, through the Board Treasurer, will receive and accept financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing body or administrator.

Appropriate staff will be available at any governing body meeting, upon the governing body's request, to respond to questions, and to present current financial information. The administrator will notify the governing body at any time of substantial deviations in the anticipated revenues and/or expenditures.

In addition, the School will comply with the Public School Financial Transparency Act (C.R.S. §22-44-304), making the school's budget, audited financial statements, quarterly financial statements, salary schedule or policies, transaction register, and any other required information available online.

17. Property Inventory and Capitalization

The charter school will maintain a complete property inventory which lists all school sites, buildings, equipment, and supplies with a value greater than $200. This inventory will be updated as necessary. The governing body may authorize the employment of an appraisal company to assist with the inventory procedure.

The charter school will maintain an inventory of all capital assets in accordance with governmental accounting standards. The charter school's inventory will be updated annually to include property newly purchased and disposed. Capital assets include all charter school-owned property such as land, buildings, improvements to property other than buildings (i.e., parking lots, athletic fields, playgrounds, etc.) and equipment with a value greater than $5,000.

18. Audits

An audit of all charter school accounts will be made at least annually by an independent Certified Public Accountant selected by the governing body (C.R.S. §29-1-601, et seq.).

A copy of the audit report will be presented to the governing body within five months after the close of the fiscal year (C.R.S. §29-1-606), or any earlier time frame required by the Authorizer or Colorado

Department of Education (CDE), and forwarded to the Authorizer, CDE, and/or state auditor as required by law.

19. Charter School Purchasing

The function of charter school purchasing is to serve the educational program by providing the necessary supplies, equipment, and services. No obligation may be incurred by any officer or employee of the governing body unless that expenditure has been authorized in the budget or by governing body action and/or governing body policy.

In all cases calling for the expenditure of charter school money, except payrolls, a requisition and purchase order system must be used. Unless authorized by the school administrator, no purchase [with the exception of a petty cash purchase] will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders.

The administrator or designee is authorized to enter into and approve payment on contracts obligating charter school funds not to exceed ($25,000) for products, materials, supplies, capital outlay, and services that are within current budget appropriations

The administrator, with the support and assistance of the MSP, will review bills due and payable for the purchase of supplies and services to determine if they are within budget amounts. After appropriate administrative review, the administrator will direct payment of the just claims against the charter school. The administrator is responsible for the accuracy of all bills and vouchers.

No governing body member, officer, employee, or agent of this charter school shall use or attempt to use his/her official position to obtain financial gain or for avoidance of financial detriment for himself/herself, a relative, or for any business with which the governing body member or a relative is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the charter school by any governing body member, officer, or employee of the charter school is prohibited.

20. Food Service Accounts (National School Lunch Program)

If the charter school elects to participate in the National School Lunch Program (NSLP) for all or any campus, the School will create a separate bank account to process the NSLP transactions. All proceeds received for the NSLP will be deposited into the NSLP checking account and expenses related to the NSLP will first be paid out of this checking account until the funds are exhausted, then the remaining balances will be paid out of the general operating funds. No proceeds or profits from the NSLP shall be used for any other purposes than that approved by the NSLP.

21. Expenditure of Charter School Funds for Meals, Refreshments, and Gifts

The charter school recognizes there may be occasions when it is appropriate for governing body members, administrators, and others to expend charter school funds in the course of conducting charter school business to provide meals or refreshments (e.g., bakery goods, snacks, fruit, punch, coffee, tea, soft drinks, etc.). The purchase of gifts may also be approved, in certain situations. Such occasions may include, but are not limited to, various charter school and building level meetings, gatherings to celebrate charter school successes or recognize individual achievements, contributions, or outstanding service to the charter school and other charter school and school-sponsored activities.

Such expenditures may be made with prior governing body approval only, subject to the provisions of this administrative regulation.

The use of charter school funds, as used in this regulation, means the use of money in any of the general accounts of the charter school. This includes the General Fund, Food Service Fund, and others. It also includes money in student body accounts held at the school that are derived from any student activity or from parent organizations. Exceptions are funds collected from staff members or others for the specific purpose of providing gifts or parties. It is also recognized that buildings may have established a "social fund" or "sunshine fund" to which each staff member may voluntarily contribute. Such funds are generally used for birthday recognition, bereavement and illness acknowledgment activities, etc. These funds are also exempt from the following requirements.

Meals may be provided by the charter school to recognize the contributions of staff through retirement dinners or other recognition events. Meals may be provided by the charter school as a part of governing body or administrative work sessions, at charter school or building-level committee meetings, or other charter school approved activities. Meals provided at staff meetings and trainings must be supported by adequate documentation, which shall include a list of attendees and an agenda with a time frame for each topic discussed.

Meals not directly business-related may be provided to staff or others at the individual's expense only.

Governing body members, administrators, and other charter school administrative staff may use charter school funds to provide refreshments for staff, parents, or others at meetings, in-service programs or other similar charter school or school-sponsored activities, not to exceed $10.00 per participant and subject to the following additional requirements:

- The purchase of alcoholic beverages with charter school funds is strictly prohibited;
- The use of charter school funds for parties is prohibited.

There are numerous occasions that may arise whereby governing body members, administrators, or other charter school staff may feel the need to recognize employees, i.e., Bosses' Day, Secretaries' Day, classified employees' week, birthday, etc. A governing body member, administrator, or other charter school employee may provide such recognition at his/her expense only, unless as otherwise permitted below:

The charter school may provide a small token of appreciation for a governing body member's or employee's retirement and years of service and other related activities utilizing charter school funds, as approved in advance. For example, the governing body generally proclaims special recognition for classified employees' week and teacher appreciation week; administrators may use charter school funds to provide an appropriate token of appreciation on behalf of the governing body. The value of this item may not exceed $10.00 per person. No other expenditure of charter school funds for gifts is permitted without prior authorization from the Body or administrator.

22. Petty Cash Accounts

The handling and processing costs of a single purchase order for nominal purchases are very expensive. To facilitate small expenditures, a petty cash revolving fund may be established for the charter school. Administrative regulations will be developed establishing the amount of petty cash to be allowed, the maximum dollar amount for a single purchase, and the accounting system to be used for record keeping.

Petty cash will not be used to thwart or circumvent established purchasing procedures. It is a convenient accommodation to facilitate immediate acquisition of low-cost goods and services in an efficient manner.

The school office manager/treasurer shall periodically, at least monthly, audit each petty cash account to ensure that the proper accounting is followed. Records will be kept of all expenditures from the petty cash fund and receipts will be furnished to account for all money expended. Expenses will be assigned to the proper budget account.

23. Credit Cards

The governing body authorizes the school office manager/treasurer to hold a bank credit card in the name of the charter school and to issue such cards to employees designated by the Principal. Approved card holders will be held responsible for maintaining sole possession and security of issued cards at all times. Credit cards shall have a governing body-approved maximum limit.

Credit cards issued to employees may only be used to purchase items authorized by the adopted charter school budget when purchase orders are not feasible.

Purchase slips and receipts must be turned in to the business office within 15 days of the transaction. The business office shall pay in full the credit card balance no later than the due date so that finance charges will not be incurred.

Charter school-issued credit cards shall be subject to the following:

1. Personal items shall not be charged on charter school-issued credit cards. If a personal item is inadvertently purchased on a charter school-issued credit card in violation of this policy, repayment by the employee must be made immediately. Failure to make the required payment may result in an automatic deduction from the individual's next payroll disbursement. Accordingly, the charter school will require individuals issued credit cards to sign a written authorization for payroll deduction in the event of such personal use;
2. The purchase of alcoholic beverages is strictly prohibited;
3. The purchase of gasoline for a privately-owned vehicle is prohibited without prior authorization;
4. Leaving a gratuity that exceeds [18%] is prohibited; and
5. Airline tickets may be purchased with a charter school-issued credit card only with prior administrator or designee approval. If the issued credit card provides for purchase incentives (i.e., points, discounts or airline mileage credits), such incentives shall only be redeemed for authorized charter school business.

Violation of the provisions of this policy may result in the revocation of the credit card and/or discipline up to and including termination of employment.

24. Payment Procedures

All claims for payment from charter school funds will be processed by the MSP in conformance with charter school procedures. Payment will be authorized against invoices properly supported by purchase orders approved by the administrator, with properly submitted vouchers approved by the governing body.

The Administrator will be responsible for assuring that budget allocations are observed and that total expenditures do not exceed the amount allocated in the budget. The MSP will be responsible for maintaining up to date and accurate records for the Administrator's use in monitoring expenditures.

25. Payroll

Preparation of payroll, including time schedules and payroll periods, will be done in accordance with each employee's agreement with the school. Employee health, accident, dental, and other types of insurance will be provided as outlined in the agreements. Mandatory payroll deductions will be withheld as required by state and federal law.

26. Expense Reimbursements

The governing body recognizes that certain expenses are incurred by charter school employees in carrying out authorized duties. The governing body approves the reimbursement of necessary and reasonable expenditures as outlined in the accompanying administrative regulation and consistent with Internal Revenue Service requirements and Colorado Law. All approval and reimbursement procedures must be followed prior to reimbursement.

Expense reimbursement for staff traveling on approved charter school business will be governed by the following procedures. Travel expenses include travel fares, meals and lodging, and expenses incident to travel. Travel must be conducted in the most expeditious and cost-effective manner, as determined by the charter school. Reimbursement for out-of-state travel by private vehicle will be made on the basis of air fare or mileage rate, whichever is lower. Only travel expenses as are ordinary and necessary in the conduct of approved travel for charter school business purposes and directly attributable to it will be reimbursed. As used in this section an "ordinary" expense means one that is common and accepted in the profession; a "necessary" expense means one that is essential and appropriate in order to conduct charter school business. Reimbursement procedures established by the charter school will also apply to governing body members traveling on charter school business, as applicable.

Reimbursement will be made for ordinary and necessary meal expenses incurred in the course of approved travel for charter school business. Meals include amounts spent for food, beverage, taxes, and related gratuities. Alcoholic beverages will not be reimbursed by the charter school. Receipts for all meal expenses must be secured and attached to the claim.

Expense reimbursements for staff or board travel shall not exceed the maximum General Services Administration (GSA)-approved rates. Expenses in excess of the charter school's established limit are ordinarily the responsibility of the employee and may be reimbursed only with administrator approval.

27. Insurance Coverage

All charter school employees operating private vehicles on approved charter school business are required to complete and maintain on file with the charter school, verification of vehicle liability insurance that meets or exceeds Colorado statutory minimum limits. This verification is required annually prior to any charter school approval to conduct charter school business in a private vehicle. Employees are required to update their verification of vehicle liability information maintained on file with the charter school upon any change in the employee's vehicle insurance coverage.

It is the responsibility of the owner or driver of the vehicle to be certain that the vehicle is adequately covered by insurance. Insurance costs are included as part of the mileage reimbursement for employees authorized to use a private vehicle to conduct charter school business.

The responsibility of the charter school for damages resulting from vehicle accidents is not the same as set forth in the charter school's general liability insurance policy. The employee's insurance coverage provides primary coverage when the employee is driving his/her own vehicle on approved charter school business.

28. Travel Advances & Reimbursement

A travel advance may be requested when the estimated cost for meals, lodging, etc., exceeds $50.00. The travel advance may be requested by completing the form provided by the charter school. Travel advances may not exceed the maximum General Services Administration-approved rate.

The cost of commercial travel tickets will not be included in a cash advance request. In the event of loss, the employee is personally responsible for cash advances issued and for any third party use of a charter school-provided credit card.

Only one cash advance may be outstanding to any employee at any time.

29. Disposal of Charter School Property

The governing body may, at any time, declare charter school property as surplus and authorize its disposal when such property is no longer useful to the charter school, unsuitable for use, too costly to repair, or obsolete.

If reasonable attempts to dispose of surplus properties fail to produce a monetary return to the charter school, the governing body may dispose of them in another manner.

30. Internal Control Testing

The Board will contract with an independent accounting and audit firm to perform internal control testing and review annually. School Administration, Office Managers, and MSP staff are required to work closely with the independent accounting and audit firm to develop and implement all necessary internal controls to ensure accurate and honest accounting.

31. Grant Expenditures and Requirements

The School under the direction of the board directors will comply with all requirements under a grant as approved by the board of directors. This includes the proper expenditure of funds as budgeted in the grant including, but not limited to, salaries and benefits, time and effort, travel, equipment and supplies, contracts, and training stipends. When expending state or federal funds under a grant, or when requesting reimbursement under a grant, the School must have the following documentation:

For any purchase

- Billing spreadsheet
- Three or more quotes when required by the grant
- Invoice

- Proof of Payment – receipt must clearly identify what was purchased
- Evidence that materials have been received or services have been provided
- Evidence that any purchased materials have been added to the inventory

Time and Effort

- Billing spreadsheet
- Staff Time Sheets - signed by supervisor and employee
- Student sign in sheets - signed by students (if tutoring)
- Payroll Register with highlighted salaries and benefits clearly identified
- Time and Effort Documentation – when required

Professional Development

- Billing spreadsheet
- Paid Invoices
- Sign in sheets
- Agendas
- Training materials
- A detailed description of how it will impact student achievement (Narrative)

Travel

- School travel reimbursement form for each traveler, if required
- GSA Rates documented
- Receipts
- Proof of payment

Payroll

- Billing spreadsheet
- Payroll Register with highlighted salaries and benefits clearly identified
- Proof of payment
- Time and Effort Documentation/ Personal Activity Report (PAR), if required

ADOPTED: August 14, 2024

Attachment K - 5-Year Budget

Independence Classical Academy

	FY26	FY27	FY28	FY29	FY30
Physical Pupil Count	200	255	310	365	420
Funded Pupil Count	200	255	310	365	420
REVENUE					
1700 · Pupil activities - Club and Sports	20,000	30,000	45,000	60,000	60,000
1700 · Donations & Fundraising	10,000	12,500	20,000	27,500	27,500
1920 · Contributions and donations	-	-	-	-	-
3113 · Capital construction	70,000	94,350	117,800	142,350	168,000
3130 · Exceptional Children's Ed Act (ECEA)	-	-	-	-	-
3140 · English language proficiency act (ELPA)	-	-	-	-	-
3161 · State child nutrition reimb	-	-	-	-	-
3206 - READ Act	-	-	-	-	-
3241-Mill Levy Equalization Funds	-	-	-	-	-
3954-Rural school fund allocation	-	-	-	-	-
4010 · Title I	-	-	-	-	-
4027 · Special Ed (IDEA)	-	-	-	-	-
4365 · Title III	-	-	-	-	-
4367 · Title II	-	-	-	-	-
4555 · Fed lunch reimb	-	-	-	-	-
5282 · Charter school grant	-	-	-	-	-
5555 · Food service revenue - NSLP	31,320	40,392	49,662	59,130	68,796
5710 · Per pupil funding (100%)	2,292,368	3,010,452	3,769,558	4,571,502	5,418,169
5810 · CSP funding	-	-	-	-	-
Building Corp	-	-	-	-	-
1900 · Building Lease Revenue	-	-	-	-	-
1920 · Transfers To/From General Fund	-	-	-	-	-
1500 · Earning on Investments	-	-	-	-	-
TOTAL REVENUE	**2,423,688**	**3,187,694**	**4,002,020**	**4,860,482**	**5,742,465**
	-	-	-	-	-
Other Source of Funds	-	-	-	-	-
	-	-	-	-	-
Zions Lease	400,000	121,000	126,500	132,000	132,000
Other Source of Funds	**400,000**	**121,000**	**126,500**	**132,000**	**132,000**
	-	-	-	-	-
	-	-	-	-	-
EXPENSE	-	-	-	-	-
SALARIES	-	-	-	-	-
0100 · Salaries of Instruction	450,000	592,250	742,000	915,750	1,083,000
0100 · Salaries of Para	59,200	93,240	97,680	136,160	177,600
0120 · Salaries of Substitutes	18,150	22,165	28,160	34,485	39,270
0100 · Salaries of Instruction SPED	60,000	61,800	95,400	98,250	134,600
0100 · Salaries of Para SPED	-	-	-	-	-
Retention Bonus	-	-	-	-	-
Honorarium	2,250	3,300	3,900	4,350	4,950
	-	-	-	-	-
BENEFITS	-	-	-	-	-
0200 · Benefits Instruction	202,140	261,897	356,872	451,748	569,548
0200 · Benefits Para	21,365	31,043	33,233	44,729	57,475
0200 · Benefits subs	4,646	5,785	7,491	9,345	10,839
0200 · Benefits Instruction SPED	27,780	29,545	39,876	45,286	70,980
0200 · Benefits Para SPED	-	-	-	-	-
Retention Bonus	-	-	-	-	-
Honorarium	-	-	-	-	-
	-	-	-	-	-
PURCHASED SERVICES - PD	-	-	-	-	-
0300 · Purchased Professional & Tech (PD)	-	-	-	-	-
0320 · Professional - Educational Services (PD Staff)	9,169	12,042	15,078	18,286	21,673
0500 · Other Purchased Services	-	-	-	-	-
0580 · Travel, Registration, and Entrance	-	-	-	-	-

Attachment K - 5-Year Budget

	FY26	FY27	FY28	FY29	FY30
Physical Pupil Count	200	255	310	365	420
	-	-	-	-	-
MATERIALS & SUPPLIES	-	-	-	-	-
0533 · Postage	1,500	1,700	1,750	1,800	1,850
0600 · Supplies	-	-	-	-	-
0610 · General supplies	11,000	15,300	23,250	29,200	35,700
0630 · Food & meeting expenses	700	800	800	900	950
0640 · Books and periodicals	125,000	85,000	95,100	113,300	129,600
0650 · Electronic media materials	30,000	32,500	44,650	54,300	63,000
0733 · Furniture and fixtures	200,000	65,000	65,000	65,000	65,000
0734 · Technology Equipment	77,500	35,000	40,000	41,500	42,000
0735 · Non-capital equipment	16,000	16,600	17,150	17,450	17,750
0018 · Rural School Funds	-	-	-	-	-
	-	-	-	-	-
SPED	-	-	-	-	-
0594 · Purchased Services from Districts by Charter Schools	125,000	172,125	224,750	282,875	346,500
0599 · Purchased Services from Other Services	-	-	-	-	-
0600 · Supplies	-	-	-	-	-
	-	-	-	-	-
COUNSELING	-	-	-	-	-
0100 · Salaries of Counselor	-	70,000	72,100	74,250	76,500
0200 · Benefits Counselor	-	31,685	33,679	35,782	38,029
0600 · Supplies	-	200	225	250	275
	-	-	-	-	-
Record Maintenance	-	-	-	-	-
0100 · Salaries of Registrar	-	-	-	-	40,320
0200 · Benefits Registrar	-	-	-	-	14,628
	-	-	-	-	-
LIBRARY	-	-	-	-	-
0600 · Supplies	10,000	5,000	10,000	10,000	10,000
	-	-	-	-	-
TECH SERVICES from district	-	-	-	-	-
0594 · Purchased Services from Districts by Charter Schools	-	-	-	-	-
	-	-	-	-	-
BOARD	-	-	-	-	-
0300 · Purchased Professional & Tech (Board)	-	-	-	-	-
0580 · Travel, Reg, Entrance (Board)	-	-	-	-	-
0600 · Supplies (Board)	-	-	-	-	-
0810 · Dues and Fees	-	-	-	-	-
	-	-	-	-	-
SCHOOL ADMIN	-	-	-	-	-
0100 · Salaries of Principal	110,000	113,300	116,500	120,000	124,000
0100 · Salaries of Receptionist	29,600	31,080	66,880	71,760	74,880
0200 · Benefits Principal	40,580	42,986	45,489	48,180	51,139
0200 · Benefits Receptionist	7,698	8,432	21,840	30,947	32,167
0300 · Purchased Professional & Tech	-	-	-	-	-
0600 · Supplies	-	-	-	-	-
0810 · Dues and Fees	-	-	-	-	-
0580 · Travel, Reg, Entrance (Board)	-	-	-	-	-
	-	-	-	-	-
BUSINESS SERVICES	-	-	-	-	-
0313 · Banking & Payroll Service Fees	7,500	8,500	9,500	10,500	11,500
0320 · Professional-education services	30,000	76,500	131,750	182,500	231,000
0331 · Legal services	2,500	3,000	3,500	4,000	5,000
0332 · Audit & accounting services	-	12,000	13,000	14,000	15,000
0594 · District services	68,771	90,314	113,087	137,145	162,545
0340 · Technical services	24,220	17,970	21,720	24,470	28,220
	-	-	-	-	-
OPERATIONS & MAINTENANCE	-	-	-	-	-
0100 · Salaries of Custodian	48,000	50,400	70,400	73,600	76,800
0200 · Benefits Custodian	14,288	15,654	21,226	23,446	26,697
0410 · Utility expenses	5,700	5,871	6,749	7,687	8,690
0411 · Water/Sewage	10,500	10,815	12,533	13,571	14,802
0422 · Snow Removal	4,000	5,000	6,500	7,500	8,500

Attachment K - 5-Year Budget

	FY26	FY27	FY28	FY29	FY30
Physical Pupil Count	200	255	310	365	420
0423 · Custodial services	-	-	-	-	-
0424 · Lawn Care	8,600	9,030	10,143	9,956	10,453
0430 · Repairs and maintenance service	17,500	22,500	27,500	30,500	35,500
0442 · Rental of Equipment	8,500	8,840	9,194	10,911	9,944
0620 · Energy	-	-	-	-	-
0621 · Natural Gas	-	-	-	-	-
0622 · Electricity	50,400	52,416	64,896	74,241	84,230
0600 · Materials & Supplies	15,000	13,515	17,050	20,805	25,200
0530 · Communications	4,990	5,165	6,405	7,262	8,244
	-	-	-	-	-
LEASE	-	-	-	-	-
0441 · Rental of land and buildings	250,000	620,960	777,472	942,770	1,117,234
	-	-	-	-	-
Support Services	-	-	-	-	-
0100 · Salaries of Office Manager	50,000	51,500	53,000	55,500	57,000
0200 · Benefits Office Manager	15,800	17,442	19,098	24,041	25,732
0611 · Office supplies	-	-	-	-	-
	-	-	-	-	-
OTHER	-	-	-	-	-
0540 · Advertising, Marketing & Recruiting	10,500	10,750	11,000	13,500	13,500
0580 · Recruiting (Travel and Registration)	2,500	2,750	3,000	3,000	3,000
	-	-	-	-	-
INSURANCES	-	-	-	-	-
0520 · Insurance Premiums	-	-	-	-	-
0521 · Liability insurance	16,500	18,150	22,990	26,287	28,916
0522 · Property Insurance	21,500	23,650	26,620	29,681	32,649
0525 · Unemployment insurance	-	-	-	-	-
0526 · Workers' Comp insurance	5,500	6,050	7,865	8,918	9,809
	-	-	-	-	-
NSLP	-	-	-	-	-
0599 · Charter Choice	36,000	46,818	58,032	69,642	81,648
	-	-	-	-	-
MISC	257,909	-	-	-	-
0840 · Contingency	23,624	38,810	38,874	82,492	97,758
0000 · Tuition - Duel Enrollment	-	-	-	-	-
	-	-	-	-	-
Debt Service	-	-	-	-	-
0832 · Short-term Interest	-	-	-	-	-
	-	-	-	-	-
Building Corp	-	-	-	-	-
0430 · Repairs & Maintenance	-	-	-	-	-
0730 · Capital Equipment	-	-	-	-	-
0735 · Non-Capital Equipment	-	-	-	-	-
0840 · Interest	15,440	26,500	27,500	26,170	24,100
0900 · Principal	51,615	109,000	144,500	183,720	159,000
	-	-	-	-	-
SGF	-	-	-	-	-
SGF Expenditures	25,000	40,000	60,000	80,000	80,000
	-	-	-	-	-
	-	-	-	-	-
TOTAL EXPENSE	2,741,636	3,259,645	4,093,955	4,953,698	5,826,894
	-	-	-	-	-
NET OPERATING INCOME	82,052	49,049	34,566	38,783	47,571

Attachment K - 5-Year Budget

	FY26	FY27	FY28	FY29	FY30
Physical Pupil Count	200	255	310	365	420
	-	-	-	-	-
OTHER SOURCES/USES OF FUNDS	-	-	-	-	-
Board-Designated Fund Balance	-	-	-	-	-
Tabor Reserve	(71,811)	(22,756)	(23,811)	(25,389)	(26,549)
SURPLUS/(SHORTFALL)	$ 10,242	$ 26,294	$ 10,755	$ 13,394	$ 21,022
	0	0	0	0	0
Beginning Unrestricted Fund Balance	0	0	0	0	0
Beginning Restricted Fund Balance	$0	$0	$0	$0	$0
	-	-	-	-	-
Ending Fund Balance	82,052	49,049	34,566	38,783	47,571
Restricted	71,811	22,756	23,811	25,389	26,549
Unrestricted	10,242	26,294	10,755	13,394	21,022
Unrestricted Fund Balance as % of Total Expenses	0	0	0	0	0
	-	-	-	-	-

CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT BETWEEN

INDEPENDENCE CLASSICAL ACADEMY AND

ACADEMICA COLORADO, LLC

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CHARTER SCHOOL SERVICES AND SUPPORT AGREEMENT

This is an Agreement to provide services and support to a public charter school by and between Independence Classical Academy ("ICA") and Academica Colorado, LLC ("Service Provider")

WHEREAS, ICA has or will have a contract ("the Charter") with the Elizabeth School District (the "District") to operate a public charter school, known as Independence Classical Academy(the "School");

WHEREAS, the School is governed by the Board of Directors of ICA (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, ICA intends to operate its School in a professional manner and in accordance with the requirements of its Charter and the requirements of all State and Federal laws as well as the requirements of all applicable municipal and county ordinances;

WHEREAS, Service Provider has been established to provide professional services and support to public charter schools;

WHEREAS, it is Service Provider's mission to ensure that the vision of the Board is faithfully and effectively implemented;

WHEREAS, Service Provider is familiar with the governmental agencies and requirements needed to establish and operate a public charter school as well as the requirements of the Charter, all State and Federal authorities, and the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, Service Provider is familiar with the various local, state and federal funding sources for public charter school programs and has successfully obtained grants, other forms of revenue and financing for other charter school programs;

WHEREAS, Service Provider has attended and will continue to attend local, state, and federal meetings and conferences for charter school operators and consultants;

WHEREAS, Service Provider provides services and support to a network of charter schools and believes that there are benefits to having a wide variety of employment opportunities and options available to the employees of public charter schools serviced by Service Provider;

WHEREAS, it is Service Provider's duty to implement the vision of the Board, ensuring the autonomy and governing authority of the Board, and the Board's duty to make all decisions and direct Service Provider to act accordingly on the Board's behalf.

WHEREAS, ICA and Service Provider desire to enter into this agreement for the purpose of having Service Provider provide services and support to the School at the direction of the Board;

NOW THEREFORE, the parties to this Agreement agree as follows:

1. Recitals

The forgoing recitals are true, correct and incorporated herein.

2. Engagement; Independent Contractor

ICA engages Service Provider to provide administrative services and support to the Board and the School as more fully set forth herein. Service Provider accepts such engagement pursuant to the terms of this Agreement. Service Provider is an independent contractor and not a partner of ICA. Neither Service Provider nor any of its employees or contractors is an employee of ICA or shall be deemed to be ICA' employees. Neither Service Provider nor any of its employees or contractors has the power to bind, and neither shall hold itself out as having the power to bind, ICA to any contract, agreement or commitment. Service Provider is responsible for providing to its employees and contractors, at Service Provider's sole expense, all tools reasonable or necessary for Service Provider to provide the services contemplated hereunder.

ICA will not: withhold FICA (Social Security and Medicare taxes) from Academica's payments or make FICA payments on Academica's behalf; make state or federal unemployment compensation contributions on Academica's behalf or withhold state or federal income tax from Academica's payments. Academica understands that neither Academica nor Academica's employees or contract personnel are eligible to participate in any employee pension, health, vacation pay, sick pay, or other fringe benefit plan of ICA.

In its capacity as an independent contractor, Service Provider agrees and represents, and ICA acknowledges, as follows:

Academica has the right to perform services for others during the term of this Agreement;

Academica has the sole right to control and direct the means, manner, and method by which the services required by this Agreement will be performed;

Academica has the right to hire assistants as subcontractors or to use its employees to provide the services required by this Agreement;

Neither Academica nor Contractor's employees or contract personnel shall be required to wear any uniforms provided by ICA;

The services required by this Agreement shall be performed by Academica, Academica's employees, or contract personnel, and ICA shall not hire, supervise, or pay any assistants to help Academica;

Neither Academica nor its employees or contract personnel shall receive any training from ICA in the professional skills necessary to perform the services required by this Agreement; and

Neither Academica nor its employees or contract personnel shall be required by ICA to devote full time to the performance of the services required by this Agreement.

Academica representations and warranties: Academica represents and warrants that Academica and its employees and contract personnel will comply with all applicable federal, state,

and local laws and shall maintain business permits or licenses required to carry out the services to be performed under this Agreement.

3. Duties of Service Provider

Service Provider will coordinate the services required to support the Board and the School and will keep the Board updated as to all important developments with regard to the Service Provider's services. In connection with this, Service Provider will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. Service Provider will comply with all Board and School policies and procedures, the Charter, and with all applicable state and federal rules and regulations.

Service Provider assures the Board that all uniform, system-wide reporting, record keeping, and accountability systems will be compliant with all Colorado and federal requirements. The Board will review any recommendations made by Service Provider and act upon them in the manner the Board decides.

In exchange for the Compensation set forth herein, Service Provider will provide the following services and such other services as are ancillary thereto (together, the "Services") in a competent and professional manner:

a. Human Resources/Payroll Coordination

Service Provider shall provide human resource services to the School. This includes, but is not limited to, assisting the School in hiring employees, coordination of hiring fairs, disciplining employees, conducting investigations, filing unemployment responses, representation of the School at unemployment hearings, tracking of educator licenses, facilitation of benefits, and assisting in the acquisition, storage, and review of background checks for employees and volunteers. Service Provider shall provide payroll coordination services.

b. Legal; Insurance

At the Board's request, Service Provider will assist the Board in obtaining outside legal counsel and may, at the Board's request, serve as the primary liaison between the Board and the

outside counsel. Service Provider will provide legal support services which may include assisting the School with day to day inquiries, preparing employment agreements for School staff, reviewing contracts, policy creation at the direction of the Board or School, assisting with student and employee discipline, and communicating and working with outside counsel. All such legal support services provided by the Service Provider, even if Service Provider finds it necessary to engage outside counsel to provide such services, will be paid by Service Provider. **NOTHING IN THIS AGREEMENT SHALL CONSTITUTE AN ATTORNEY-CLIENT RELATIONSHIP.**

Service Provider will assist the Board in identifying qualified insurance providers and assist the Board in establishing appropriate scopes and limits of insurance coverage for each policy period, including coverages for D&O liability, General Commercial Liability, Auto, property damage, and other policies appropriate for the School. All premiums relating to such insurance will be the responsibility of the School.

c. Maintenance of Corporate Records and Tax-Exempt Status

Service Provider shall store and maintain the corporate records of the School consistent with federal and state record retention requirements. Additionally, Service Provider shall assist the School in obtaining and maintaining its federal and state tax exempt status.

d. Public Relations and Marketing

Service Provider shall assist the School in public relations and marketing efforts. Service Provider will coordinate with the School to determine public relations and marketing strategies. Service Provider may hire a third-party vendor to assist with government relations, public relations, and marketing, such third-party vendor fees or charges to be paid by the Service Provider.

e. Board of Directors Meetings

Service Provider will attend the meetings of the Board and the staff of the School. Service Provider shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of 24-6-400 C.R.S. et. Seq. and any other applicable law(s) regarding such meetings and record-keeping.

f. Record Keeping

Service Provider will maintain the records of the School at the location designated by the Board. Service Provider will ensure compliance with all Colorado law and regulation requirements for record keeping applicable to the Board and School. In addition, Service Provider will ensure that designated on-site staff receive proper training by the District's appropriate departments for student school record keeping through its designated programs.

g. Bookkeeping

Service Provider will maintain all financial records and prepare all necessary financial reports in proper form and serve as liaison with ICA and the District to ensure the accuracy and timeliness of financial reporting and record keeping as required by the Charter, State, and Federal law.

h. Staff Recommendations and Administration

Service Provider shall identify and propose employment by or on behalf of ICA qualified principals, teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed for the School will be certified only if and to the extent such certification is required by Colorado state law. Service Provider shall coordinate with the Board or the Hiring Committee established by the Board to identify, recruit, and select individuals for School-based positions. The Board or its designee will make all hiring decisions in its or his/her discretion and in accordance with law. All employees selected by the Board or its designee shall be ICA employees or employees leased to ICA and will not be employees of Service Provider. Service Provider shall prepare employment contracts for approval by the Board or its designee that are to be used for the purpose of hiring employees. Service Provider will also advise the Board on any State or National education or charter school associations in which the Service Provider recommends membership.

i. Financial Projections and Financial Statements; Tax Forms

Service Provider will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize Colorado Accounting Manual and Standardized Account Code Structure at the direction of the Board, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by the school's auditors, will adopt accounting policies and procedures. Service Provider will prepare, with the review and approval of the Board, regular unaudited financial statements as required to be delivered to the District which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principles. These statements will be provided in advance of the deadline for submission of such reports to the District.

ICA will provide the District with annual audited financial reports as required by the Charter and State and Federal law. These reports will be audited by a qualified independent, certified public accounting firm. Service Provider will provide the regular unaudited financial statements, books and records to the auditor for review in connection with the preparation of the reports. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with the Charter and generally accepted accounting principles for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than the deadline set by in the Charter Contract with the District. The Service Provider will prepare all State and Federal tax returns or estimated payment forms for the School, and file them after approval by the Board.

j. Grant Solicitation

Service Provider will use its reasonable best efforts to identify what grants might be available to the School from time to time. Service Provider will solicit grants available for the funding of the School from the various government and private and institutional sources that may

be available. Such grants will include, but are not limited to, federal grants programs and various continuation grants for charter schools. Service Provider will assist in writing and submitting national and state identified grants alongside the school administration.

k. Financing Solicitation and Coordination

Service Provider will coordinate obtaining financing from private and public sources for loans or other financing structures desired by the Board.

l. Other Funding Sources

Service Provider will coordinate the solicitation of School Improvement Grant funds, if available, from the appropriate state or local agencies. Similarly, Service Provider will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to charter schools from time to time. Service Provider will form a 501(c)(3) foundation for use by the School's private fundraising efforts and prepare all required Federal tax returns and reporting by the foundation, and file all such returns and reports after approval by the Board.

m. Reporting

Service Provider will coordinate the preparation of any and all periodic reports for the School as required by the District, the State, the Federal government, or the Board. The reports will be submitted to the Board for approval when required, and Service Provider will coordinate the delivery and review process established by the District, the State, Federal, and Charter School legislation for any reporting requirements.

n. School Board Representation

The Board Chair will serve as primary liaison to the District and its officials on behalf of the School. Service Provider will also serve as a liaison of the Board to the District and its officials. In connection therewith, Service Provider's representatives may attend required meetings and public hearings on behalf of the School.

o. Governmental Compliance

Service Provider will advise the Board on compliance with District and State regulations and reporting requirements of the School, including relevant changes to District, State and Federal codes and regulations. Service Provider will also advise the Board as to matters relating to the School and Board's compliance with the Charter. The Charter is incorporated herein by reference.

p. Charter Renewal Coordination

Service Provider will assist the Board with renewal of the School's Charter on a timely basis. Service Provider will assist in negotiating, or will negotiate on behalf of the Board, the terms of the Charter's renewal with the District and will provide the Board with notice and seek Board approval of any renewal provisions which may modify or alter the terms of the original Charter between the School and the District.

q. Facilities Identification Expansion, Design and Development

Service Provider shall meet and confer with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, Service Provider shall advise the Board and assist the School in identifying, procuring, and planning the design of new facilities or in the expansion of existing ones. Service Provider will identify and solicit investors to acquire and develop facilities for lease or use by the school. Where such investors are related to Service Provider or its principal, that relationship will be disclosed to the Board, and the Board's vote of approval for such a selection, shall ratify that the disclosed relationship is not disqualifying. Further, Service Provider shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

r. Systems Development

Service Provider will identify and develop a Colorado-based and District-compliant school information system to be used in connection with the administration and reporting system for the

School. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

4. Term of Agreement

a. Initial Term

The term ("Initial Term") of the Agreement shall commence on July 1, 2024 and shall continue for a period of five years ending June 30, 2029, unless terminated earlier, as provided for herein, or else is modified by written agreement of the parties.

b. Renewal

At the conclusion of the Initial Term of this Agreement, the parties may mutually agree, but shall have no obligation, to renew the terms of this Agreement.

c. Termination

(i) Either party may terminate this Agreement immediately for cause. Termination for cause shall be defined, for purposes of this Agreement, as the breach of any material term of this Agreement, when such breach continues for a period of thirty (30) days after written notice, or when any such breach recurs following cure, and following written notice to the other party describing the breach. Notwithstanding the above, in the event of a significant event, as defined hereafter, ICA may terminate this Agreement immediately without providing Service Provider with thirty (30) days to cure the defect. For the purposes of this Agreement, a "significant event" shall be defined as an act or omission by the Service Provider which results in (a) a breach of the Charter Contract such that the Charter Contract is subject to termination, (b) interrupts the School's operations, (c) results in a threat to the School's viability, or (d) exposes the Board or School to significant liability. Upon notice of termination under this Section, ICA shall only be required to pay Service Provider for services rendered through the date of the

notice of termination for cause. The amount owed shall be calculated by prorating the fee based on the amount of time that has passed since the beginning of the fiscal year in which such termination occurs. For example, if the termination were to be effective on December 31, one-half of the fee for that year would be considered earned by Service Provider.

(ii) Notwithstanding any other provision, term or condition of this Agreement, ICA's financial obligations in future fiscal years (July 1 through June 30) are subject to annual fiscal year appropriations by and at its option. The obligation of ICA to make any payments pursuant to this Agreement shall terminate in the event ICA for any reason does not appropriate moneys to make such payments during its next ensuing fiscal year. The parties acknowledge and agree that any payments by ICA described in this agreement shall constitute current expenditures of ICA payable in the fiscal years for which funds are appropriated by ICA for the payment thereof. ICA's obligations hereunder shall be from year to year only (July 1 through June 30) and shall not constitute a multiple-fiscal year direct or indirect debt or other financial obligation of ICA or an obligation of ICA payable in any fiscal year beyond the fiscal year for which it appropriated funds for the payment thereof.

(ii) Duties upon termination. If this Agreement is terminated with or without cause, the parties shall work cooperatively to ensure that the School's operations continue without interruption. Service Provider shall immediately and peaceably deliver to ICA any and all books, documents, electronic data or records of any kind or nature pertaining to the operation of the School or any transactions involving the School. This Section shall survive the termination of this Agreement. If one party is in possession of property of the other party, the party in possession of such property shall immediately deliver it to the other party.

5. Compensation

a. Base Compensation

District per pupil revenues ("PPR") shall be defined as set forth in C.R.S. § 22-30.5-112(2)(a.5). In exchange for the Services as set forth above, during the term of this Agreement ICA shall pay Service Provider a services and support fee of $550 for each student for which the School PPR from the District provided that ICA has received such funds from the District. The fee shall be payable in equal monthly installments, provided that ICA shall have no obligation to pay such fee before receiving its PPR from the District. If PPR funding is decreased in future years to an amount less than the PPR funding in place for the first year of this Agreement, ICA may request review of the base compensation amount. The fee may, at Service Provider's discretion, be adjusted annually at each anniversary of this Agreement based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage change in the per student PPR funding provided to the School under the law whichever is less (ex. If PPR = +2% & CPI = +3% then the Academica fee will be adjusted by +2% of the current management fee per student). The Service Provider will, in good faith, consider lowering the fee should the school experience financial distress. If the fee is lowered by the Service Provider, the reduction will not become a future liability of ICA. Service Provider acknowledges that no base compensation will be due for any fiscal year in which ICA does not receive PPR.

b. Additional Services

Service Provider will provide additional services that are not described as Services above and as requested by the Board by submission of a proposal issued by Service Provider to the Board and subject to Board approval. This may include but is not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement, at the expense of ICA and as set forth in the proposal issued by the Service Provider, of other professionals or consultants who may be independent from Service Provider or part of Service Provider's network of consulting professionals. In the case of any such additional service, the amount due to Service Provider from ICA shall be negotiated in advance of the performance of the service and set forth in a writing executed by both parties. If no such writing is executed, no additional fees shall accrue or be paid.

c. Reimbursement of Costs

Service Provider shall be reimbursed for reasonable, actual costs incurred in connection with travel, lodging, and food, attending required conferences and other events on behalf of the

School, provided that the Board shall give prior written approval for such cost. Such costs shall be split, pro-rata, with any and all other schools for which the travel was undertaken. Service Provider shall provide written documentation supporting such costs, and no reimbursement will be due if such documentation is not provided.

d. Incurred Expenses

Service Provider and ICA may agree that Service Provider will defer some or all of the services and support fees and/or costs for additional services and/or reimbursements due hereunder from one fiscal year to the next, which will be duly noted in the School's financial records. Any deferred services and support fees will not bear interest.

6. Other Matters

a. Conflicts of Interest

No officer, shareholder, employee or director of Service Provider may serve on the Board. Service Provider will comply with the Conflicts of Interest rules set out in the Charter. In addition, if there exists some relationship between Service Provider, its officers, directors, employees or principals and any other person or entity providing goods or services to the School, Service Provider agrees to disclose the relationship to the Board as soon as practicable.

b. Insurance and Indemnification

Service Provider shall carry liability insurance in the amount of FIVE MILLION AND 00/100 DOLLARS ($5,000,000.00) and shall indemnify the School for any liabilities arising from or asserted against the School relating to acts or omissions taken or omitted to be taken by the Service Provider in accordance with the provisions as set forth herein. School shall be named as an additional insured on such policy(ies) of insurance. Service Provider agrees to provide, upon request of the Board, certificates of insurance with carriers, in amounts and for terms reasonably acceptable to the Board. The insurance carrier for such insurance shall at all times during the term of this contract be rated A+ or higher by A.M. Best.

Service Provider hereby further agrees to defend, indemnify, hold harmless and protect ICA, each member of the Board, the School and their respective successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which such party may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of Service Provider, its employees or agents. This duty to defend shall arise immediately upon the making of a claim against ICA, the Board, the School and their successors and assigns without need for final adjudication of fault. Service Provider agrees to coordinate the selection of counsel with ICA. If such claims are ultimately adjudged as *not* being connected to the acts, services, conduct or omissions of Service Provider, its employees or agents, then the indemnified party shall promptly reimburse Service Provider for those defense fees and costs incurred in defending said indemnified party.

c. Miscellaneous

(i) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unreasonable expense.

(ii) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties hereto in writing, and said written modification(s) shall be executed by both parties. Any amendment to this Agreement shall require approval of the Board.

(iii) Academica acknowledges and agrees that it has been engaged by ICA because of

its unique experience and skills. Academica therefore agrees that it shall not assign this Agreement without the prior written consent of ICA;

(iv) No waiver of any provision of or default under this Agreement shall be deemed or shall constitute a waiver of any other provision or default unless expressly stated in writing.

(v) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that provision may be stricken, and all other provisions of this Agreement shall remain in full force and effect and shall be given such interpretation in the absence of such stricken provision as to faithfully effect the goals and intent of the parties in entering into this Agreement as further set forth above.

(vi) This Agreement is not intended to create and shall not be deemed to create any rights of a third-party beneficiary.

(vii) This Agreement is made and entered into in the State of Colorado and shall be interpreted according to and governed by the laws of that state. Any action arising from this Agreement shall be brought in a court of competent jurisdiction in Elbert County, Colorado.

(viii) In the event of a dispute arising from this Agreement, the prevailing party shall be awarded reasonable attorneys' fees and costs to the extent allowed by law.

(ix) No notice, approval, consent or other communication authorized or required by this Agreement shall be effective unless given in writing and sent postage prepaid by internationally recognized overnight carrier such as UPS or Federal Express, directed to the other party at its address hereinafter provided or at such other address as either party may designate by notice given to the other from time to time in accordance herewith:

If to Service Provider: **Academica Colorado, LLC**
6630 Surrey St.
Las Vegas, NV 89119 Attention:
Robert Howell

If to Board: **Independence Classical Academy**

Independence Classical Academy

795 E Kiowa Ave #7

Elizabeth, CO 80107-4109 OR

board@independenceclassicalacademy.org

Attention: ICA Board Chair

(x) The designated contact person of Service Provider shall be the Director of Operations of Academica Colorado, LLC - Dr. Jessica LeNeave.

The designated contact person of the School shall be the Chairperson of the Board of Directors, as elected each year at the Board's Annual Meeting**.**

(xi) The headings in this Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

(xii) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.

(xiii) Each of the persons executing this Agreement warrants that such person has the full power and authority to execute the Agreement on behalf of the party on whose behalf he or she signs.

(xiv) The Service Provider agrees and understands that it is entering into the agreement solely and exclusively with ICA, that ICA has no authority to extend the faith and/or credit of District to any third party or entity, that ICA has no authority to enter into any agreement that would bind the District, and that the District has no obligation or liability whatsoever under or in any way connected with the agreement. The Service Provider further agrees and understands that its rights and remedies under the agreement may only be enforced with respect to ICA and that it has no rights or remedies directly or indirectly under the agreement with respect to the District.

7. Additional Provisions

a. No provision of this Agreement shall be construed to interfere with the ICA's board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the School. No provision of this Agreement shall prohibit the charter

board from acting as an independent, self-governing public body, or allow decisions to be made other than in compliance with the Colorado Sunshine Law.

b. Nothing herein shall be construed as a waiver of any part of the protections of the Colorado Governmental Immunity Act, C.R.S. §§ 24-10-101 *et seq*., and no such waiver is intended.

c. No provision of this Agreement shall be deemed to alter ICA's treasurer's legal obligation to direct that the deposit of all funds received by the School be placed in the School's account.

d. The financial, educational and student records pertaining to the School are ICA's property and that such records are subject to the provisions of FERPA and the Colorado Open Records Act. All School records shall be physically or electronically available, upon request, at the School's physical facilities.

e. If Service Provider purchases equipment, materials and supplies on behalf of or as the agent of the School, such equipment, materials and supplies shall be and remain the property of the School.

f. If Service Provider procures equipment, materials and supplies at the request of or on behalf of the School, Service Provider shall comply with competitive bidding processes and shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.

g. The parties agree that ICA shall own all proprietary rights to curriculum or educational materials that (i) are both directly developed and paid for by the School; or (ii) were developed by Service Provider at the direction of the School with School funds dedicated for the specific purpose of developing such curriculum or materials. Any of Service Provider's educational materials and teaching techniques used by the School are subject to state disclosure laws and the Colorado Open Records Act.

h. Marketing and development costs paid by or charged to ICA shall be limited to those costs specific to ICA's program and shall not include any costs for the marketing and development of the Service Provider.

i. ICA's board shall perform an evaluation of Service Provider's performance at least annually and communicate the results of such evaluation to Service Provider. The performance evaluation shall be subject to state disclosure laws, including, but not limited to, the Colorado Open Records Act.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Independence Classical Academy held on the _____. At that meeting, the undersigned Director of ICA was authorized by the Board to execute a copy of this Agreement. This Agreement was approved by Academica Colorado, LLC by all necessary limited liability company action.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

INDEPENDENCE CLASSICAL ACADEMY

By: _____ Date:_____

_____

Board Chair

Independence Classical Academy

ACADEMICA COLORADO, LLC

By: _____ Date:_____

Bob Howell

Academica

Academica Colorado Service Evaluation Rubric

Board Management

Responsibilities:
Staff coordinates Board meeting dates, times, and locations.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
No communication is provided regarding Board meeting dates, times, and locations.	Inconsistent communication is provided regarding Board meeting dates, times, and locations.	Staff provides consistent communication regarding Board meeting dates, times, and locations. Quorum confirmation is always ensured.	Staff provides highly consistent communication to all parties regarding Board meeting dates, times, and locations; including calendar invites and reminders.

Responsibilities:
Staff is responsible for working with System Leaders for feedback on items to be added to the agenda. Staff is responsible for ensuring timely posting of agendas to designated locations as required by Open Meeting Law.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Staff has no communication with System Leaders during preparation of Board meeting agendas. Staff does not comply with Open Meeting Law, deadlines are often missed.	Occasionally System Leaders receive communication from staff regarding items to be placed on the agenda. Staff occasionally complies with Open Meeting Law and required deadlines.	Without fail staff works with System Leaders to ensure that necessary items of importance are placed on each agenda. Staff diligently works to comply with Open Meeting Law and consistently meets required deadlines.	Staff provides a high level of service, consistently communicating with System Leaders to ensure all necessary and/or required items are placed on the agenda for Board consideration. Staff always ensures that all posting requirements are met per Open Meeting Law; as well as providing transparency to the system community by providing agenda access in additional locations.

Responsibilities:
Staff gathers, prepares, and distributes support materials. Staff prepares all required documents and equipment for use during Board meetings.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
There is a lack of proper support materials prior to Board meetings. Room, documents, and equipment are not prepared for Board meetings.	Timely distribution of support materials prior to Board meetings is inconsistent. Staff lacks proper preparation for Board meeting by failing to provide necessary equipment and materials for the Board meeting.	Staff prepares and distributes accurate support materials in advance of Board meetings, allowing Board members to properly prepare prior to the meetings. Rooms, documents, and equipment are consistently prepared in advance of Board meeting time, allowing meetings to begin on time and run efficiently.	Staff provides highly effective support materials, which are prepared and distributed in a timely manner to allow Board members ample time for preparation. In an effort to provide transparency, staff consistently works to ensure Stakeholder's have access to Board meeting support materials.

Academica Colorado Service Evaluation Rubric

Responsibilities:
Preparation of Board meeting minutes in a timely manner in compliance with Open Meeting Law.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Staff does not prepare meeting minutes, resulting in violation of Open Meeting Law.	Staff inconsistently prepares Board meeting minutes resulting in occasional violation of Open Meeting Law. Prepared minutes contain errors and/or typos.	Staff prepares accurate minutes, resulting in effective follow up on future agenda items. Staff distributes minutes in accordance with Open Meeting Law.	Staff consistently and expertly prepares minutes, capturing necessary elements of each Board meeting, allowing for an accurate depiction the meeting. As minutes are prepared, staff ensures that any item request and/or items of concern are noted for discussion with System Leaders for future agendas. Minutes are always posted in compliance with Open Meeting Law.

Comments:

Facilities Services

Responsibilities:
Facility Support to Campuses: Communicate regularly with campus administration and staff regarding facility needs.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Lack of attention to campus needs. No regular visits or communication.	Frequency needs to be increased.	Communication is good and consistent.	Communication is frequent and valuable. Professionalism is present in verbal and written communication.

Responsibilities:
Dispatch vendors to the school site for repairs and maintenance through email, text or phone call (or Ticketing system when applicable).

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Requests for repairs and maintenance are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Requests are responded to within 12-24 hours (depending on priority level) and vendors are dispatched to the campus.	Expert or high level of service is provided in dispatching vendors to the school site with immediate follow up to requests.

Responsibilities:
Special Projects and Services (bids): Understand school needs and communicate with site-based personnel on requested projects/services/building improvements.

Academica Colorado Service Evaluation Rubric

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Requests for information regarding projects are ignored and/or no attempt is made to provide service.	Some requests are attended to in a sufficient manner. Modest attempt is made to fulfill job requests.	Solid: Requests are initially responded to within 12-24 hours. Follow up and guidance is provided within a reasonable timeframe.	Exemplary: Expert or high level of service is provided in researching and presenting solutions regarding the request.
Comments:			

Finance – Accounting

Responsibilities:
Budget to actuals are provided to the Board and School Principals in order to make timely and accurate decisions.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Budget to actuals are never provide accurately or timely Board. No explanations of what makes up the differences.	Inconsistently meets deadline for budget to actual. Lack of details as to what makes up the differences.	Consistently provided timely to allow for review and development of questions at or prior to board meetings. Able to provide details and backup (when necessary) to what makes up the differences.	Consistently provided timely, provides expert knowledge of the financials.

Responsibilities:
Submit State reports on time and ensures schools are meeting required state/federal guideline for use of funds.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Consistently late on submission of state reports. Never communicates with the Board or Schools about new or existing required guidelines for the use of funds.	Inconsistent submittal of reports on time. Little communication to the Board and School about guidelines for the use of funds.	Submit reports on time. Keeps Board and School up to date on guidelines for the use of funds.	All reports are submitted on time and accurately. Board and School are kept up to date about guidelines for use of funds and provide explanations about those guidelines.

Responsibilities:
Providing Office Managers with support and training to meet their needs (including QB and SGF Account support).

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Office Managers were never trained, questions are never addressed.	Poorly trained, questions are inconsistently addressed in a timely manner (over 1 business day).	Received appropriate training and questions are addressed in a timely manner (within 1 business day).	Receives continuous training and communicates effectively to resolve questions.
Comments:			

Academica Colorado Service Evaluation Rubric

Finance – Accounts Payable

Responsibilities:
AP Clerk answers all my questions in a timely manner and provides constant guidance.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
AP Clerk does not responds to questions and ignores requests for assistance.	AP Clerk will occasionally respond to questions and provides moderate support and guidance.	AP Clerk addresses inquires effectively and within a reasonable amount of time (1 business day). Accounts Payable offers help and guidance when it is requested.	AP Clerk regularly takes the initiative to ask if the school is experiencing any problems, offers solutions and is highly consistent in providing guidance on policies and procedures.

Comments:

Responsibilities:
AP Clerk makes payments to vendors in a timely manner.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
AP Clerk makes little to no attempt to pay vendors on time resulting in late fees, cancellation of orders, interruptions of service and numerous payment status inquiries from vendors.	AP Clerk inconsistently pays vendors on time.	AP Clerk effectively processes payments on time, preserving positive relationships with vendors and improving credit ratings.	AP Clerk exceeds expectations by demonstrating a high turn-around time when processing payments.

Responsibilities:
AP Clerk efficiently handles vendor inquiries, credit applications, adding/removing users from current accounts, obtains proper authorization before payments being made according to Financial Policies & Procedures.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
AP Clerk makes no attempt to handle vendor inquiries, credit applications, adds / removes users from current accounts, and does not guide me to follow Financial Policies & Procedures.	AP Clerk makes a moderate effort to handle vendor inquiries, credit applications, adds / removes users from current accounts, and sometimes guides me to follow Financial Policies & Procedures.	AP Clerk effectively handles vendor inquiries, credit applications, adds / removes users from current accounts, and advises me to follow Financial Policies & Procedures.	AP Clerk exceeds expectations in handling vendor inquiries, credit applications, adding / removing users from current accounts, and always guides me to follow Financial Policies & Procedures.

Comments:

Finance – Budgets and Bonds

Responsibilities:
Prepare budgets that are realistic and keep the school compliant with state and debt requirements.

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Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
No communication with the school when prepared. Budgets are unrealistic and do not take into consideration the needs of the school. Budget would not meet the state financial framework or debt covenants.	Little communication of the budget. Budget is shared but little explanation of the budget. Options are not readily explored with the school.	The budget is communicated with the school and overall budget is explained. Options are presented when requested. The budget is realistic and will meet the state and debt covenants.	The budget is explained to the school and the school has a good understanding of the numbers. Different options are presented and explained to the school when requested to see what options may be available. The budget will pass all required state and debt covenants.
Responsibilities: Facilitating the purchasing of buildings and management of the bonds.			
Unsatisfactory ☐	**Approaching ☐**	**Solid ☐**	**Exemplary ☐**
No communication of the process and no updates of throughout the process. Bond covenants are not explained.	Inconsistent updates on the bonding process. Updates to the bond covenants are general and not explained well.	Effective communication about the bond with the proper staff/board members happens timely. Debt covenants are explained.	Highly consistent level of communication is provided to the proper staff/board members. Debt covenants are explained and updated as necessary.
Comments:			

Finance – Payroll

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Responsibilities: Complete personnel changes in the payroll system, assist with the overall payroll processing and requests.			
Requests for assistance are ignored and/or no attempt is made to assist. Communication regarding the request is poor.	Some requests are looked into immediately while others take longer to address. Communication regarding the requests needs improvement.	Requests are completed within 24 hours of being notified. Communication regarding the request is open and prompt.	Requests are handled immediately upon sending the initial request. Communication regarding the request exceeds expectations.
Responsibilities: Submit PERS payroll report to the state on time and accurately.			
Unsatisfactory ☐	**Approaching ☐**	**Solid ☐**	**Exemplary ☐**
PERS Reporting is not completed on time and it is not accurate when submitted.	PERS reporting is often completed on time and it is at times accurate.	PERS reporting is completed and submitted by the deadline and it is accurate when submitted.	PERS reporting is completed prior to the deadline and it is completely accurate.
Responsibilities: Provide payroll training to office managers both as a group and individually when requested.			

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Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Payroll training and guidance is not provided.	Payroll training and guidance is provided but it is not substantial.	Payroll training and guidance is continuous and substantial.	Payroll training and guidance is constant and advance notice is given when changes to the payroll process may occur and input is encouraged.
Comments:			

Grant Development

Responsibilities.
Assist schools with the completion and submission of grant applications (excluding Special Education/IDEA grant funding).

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Failed to demonstrate adequate understanding of the grant's purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline.	Failed to demonstrate adequate understanding of the grant's purpose and wants/needs of the school. Failed to demonstrate adequate understanding of school's requests/needs for the grant. Did not identify various stakeholder responsibilities. Did not provide update of submission progress. Failed to execute designated roles. Failed to submit grant proposal by deadline.	Demonstrated clear understanding of the grant's purpose and wants/needs of the school. Identified various stakeholder responsibilities. Provided regular status update of submission progress. Executed designated roles in an effective and professional manner. Submitted grant by deadline.	Demonstrated clear understanding of the grant's purpose and wants/needs of the school. Provided flexibility in meeting and communicating with stakeholders. Prepared grant submissions in an effective and professional manner and gathered school feedback for revisions. Submitted grant by or before deadline.
Comments:			

Growth and Development (Charter Amendments and Renewals)

Responsibilities.
Submission and approval of charter amendment applications.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.	Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. Submitted application by deadline.	Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.	Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project

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			development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline.

Responsibilities.
Submission and approval of charter renewal applications.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Failed to demonstrate adequate understanding of the application process. Did not identify various stakeholder responsibilities. Did not communicate regarding project development. Failed to submit project by deadline.	Demonstrated vague understanding of the application process. Vaguely identified various stakeholder responsibilities. Irregular or inconsistent communication of the project's development. Submitted application by deadline.	Demonstrated basic understanding of the application process. Identified various stakeholder responsibilities. Communicated regularly about project development. Submitted application by deadline.	Demonstrated clear understanding of the application process, including key dates, approval process, and application requirements. Clearly outlined project expectations and responsibilities for all stakeholders. Communicated regularly about project development. Provided exemplary support beyond regular responsibilities: (i.e. – providing drafts for review, assisting with school marketing, networking and/or establishing community partnerships, or taking on any other responsibilities as needed for clients). Submitted application by or before deadline

Comments:

Infinite Campus

Responsibilities.
Assist with Infinite Campus questions and concerns.

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Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Responses are significantly delayed and/or questions are not addressed.	Responses are delayed and/or questions are only partially answered.	Consistently responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented.	Always responds in a professional and timely manner. Responses are knowledgeable, effective, and clearly presented. When necessary, support representative will work with school personnel to troubleshoot unique issues or develop custom projects.
Responsibilities: Provide training on Infinite Campus tools.			
Unsatisfactory ☐	**Approaching ☐**	**Solid ☐**	**Exemplary ☐**
No requested training is provided or training is unprofessional and/or not relevant to the school's needs.	Training is available when requested, but scheduling is inconsistent. Trainer is difficult to get ahold of and/or does not have availability to fit the school's needs.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule.	Provides high-quality training to administrators and teachers as requested. Training is timely and available to fit the school's schedule. Initiates trainings by offering services and keeping schools abreast of changes/new features within Infinite Campus.
Comments:			

Legal Services

Responsibilities: Providing day-to-day legal support and advice to avoid high legal fees with counsel hired by the board.			
Unsatisfactory ☐	**Approaching ☐**	**Solid ☐**	**Exemplary ☐**
Requests for legal support and/or advice is ignored and/or no attempt is made to provide legal support or advice.	Requests for legal support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for legal support and/or advice receive a response within a reasonable amount of time. Responses are clear, concise, and consistent.	Requests for legal support and/or advice receive a response in a timely manner. The Academica Legal Staff anticipates, communicates, and trains school leaders on relevant legal issues.
Responsibilities: Assist schools in preparing and drafting school and board policies and other written documents (i.e., contracts, MOU's) as requested.			
Unsatisfactory ☐	**Approaching ☐**	**Solid ☐**	**Exemplary ☐**
Requests for written policies or other documents are ignored.	Requests for written policies and other documents are occasionally addressed or addressed in an untimely manner. Policies or other	Requests for written policies and other documents are prepared within a reasonable amount of time. Written policies or other	Requests for written policies and other documents are prepared in a timely manner.

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	documents need several revisions or corrections.	documents are clear, concise, and consistent.	The policies or written documents are error free.
Responsibilities: Work with campus leaders to resolve legal issues regarding parents, staff, and students.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
Academica Legal Staff is unwilling or unable to assist the school in these legal issues.	Academica Legal Staff occasionally assists in these legal issues.	Academica Legal Staff assists with these legal issues by talking to the parent and/or assisting in the discipline of a staff member or student.	Academica Legal Staff is willing to be present to meet with the parent, staff member, or student and/or assists the school in coming to a resolution that is most beneficial to the school.
Comments:			

Marketing/Design

Responsibilities: Confer with clients to determine marketing strategy and product design.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
Requests for meetings and product designs are ignored and/or no attempt is made to provide service.	Some jobs requested are completed in a sufficient manner. Modest attempt is made to fulfill job requests.	Marketing materials and design requests are confirmed within 48 hours and a timeline is agreed upon.	Expert or high level of service is provided in defining what the client needs with immediate follow up. Initial design is ready according to the pre-arranged timeline, based on the current que and time sensitivity of each request.
Responsibilities: Work closely with school principals, directors, managers, administration, and all other school representatives for creative direction.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
Opinions and wishes on creative direction are followed rarely.	Some designs reflect wishes and direction of client.	Most designs are satisfactory in their layout, design and concept, and closely match up to client's vision.	Products are professional and meets or exceeds client's expectations in final design and presentation.
Responsibilities: Determine size and arrangement of illustrative material and copy, and select style and size of type.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
Material and copy fails to meet needs of particular graphic design job, i.e. the size/material or number of products do not match up with the client's wishes.	Modest attempt is made to fulfill copy and style requirements and meets needs and vision from time to time.	The final printed product is consistent with the scope and vision of the marketing project and is within the proposed budget price point.	Product meets and exceeds client's expectations in type, style, arrangement and size, and shows a mastery of understanding the targeted audience for the material.

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Comments:

National School Lunch Program (NSLP)

Responsibilities:
Provide technical assistance to ensure schools are in compliance with the NSLP Regulations and Best Practices.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
No attempt is made to provide technical assistance.	Moderate level of technical assistance is provided.	Consistent level of technical assistance is provided.	High level of technical assistance is provided.

Responsibilities:
Provide support in preparation and throughout the NSLP Administrative Review process.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Minimal support is provided in preparation and throughout the Administrative Review process.	Limited support is provided in preparation and throughout the Administrative Review process.	Frequent support is provided in preparation and throughout the Administrative Review process.	Initiated and highly consistent support is provided in preparation and throughout the Administrative Review process.

Responsibilities:
Provide assistance to schools in completing all required NDA reporting and with applying for renewal of the NSLP.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Little assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Inconsistent assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Appropriate assistance is provided in completing NDA reports and applying for renewal of the NSLP.	Advanced assistance is provided in completing NDA reports and applying for renewal of the NSLP.

Comments:

Procurement of Furniture/Curriculum

Responsibilities:
Work with the school leadership to obtain quotes, create purchase orders, and place orders for curriculum, furniture, and equipment based upon the school's requests and needs, while making sure to maintain their allotted budget.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Requests from the school office manager or Principal are ignored and/or attempt to assist in purchasing the materials is not made.	Some requests are fulfilled in a sufficient manner. Requests are taking an unacceptable length of time to be fulfilled	Quotes are obtained and orders placed in a timely manner. Suggestions are provided for materials that will meet the needs and requirements.	Expert or high level of service is provided in fulfilling requests from school staff. Records are kept and accessible of prior year purchases for reference. Any order issues that are communicated to us are immediately forwarded to the school.

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Responsibilities:
Assist in creating the Summer Purchasing Budget for the school, and maintaining that budget as purchases are made.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Budgets are not communicated with the school administration, school administration is not aware of how much money they have spent and how much money that have left.	Budgets are communicated with the school administration, but only at the request of the school administration.	Budgets are updated in a timely manner and available for the school administration on a normal basis.	Budgets are customized at the request of the school administration, and the budget is communicated with the school every time it is updated.

Responsibilities:
Assist as a Liaison for and oversee summer furniture installation.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
No communication is made with the school, installers, and furniture show up to the school unannounced.	School Administration is notified of installation dates, but no attempts are made to work around requests from the school.	Requests from the school are observed, and communication is effective between all parties involved in the furniture installation process.	Requests from the school are observed, the school administration does not have to worry about what is being placed in their building, the installation is completed with a high level of satisfaction, and any issues are communicated effectively.

Responsibilities:
Assist as a Liaison between the school and curriculum vendors.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
No communication is made with the school regarding what purchases they would like to make.	School Administration is aware of purchases being made but is not receiving any updates regarding the status of the order or any digital access information.	School is aware of purchases being made and is kept apprised of any backorders or shipping delays communicated to us by the vendor. Any digital access updates in a timely manner.	School is provided with a list of all curriculum previously purchased and made aware of any items they need renewal or replenishment. Orders are processed as quickly as possible and updates are quickly made to digital access platforms.

Comments:

Registration

Responsibilities:
Campus Enrollment.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Rarely monitors the database enrollment numbers for enrollment openings or acceptances	Sporadically monitors the database enrollment numbers for enrollment openings or acceptances	Consistently monitors the database enrollment numbers for enrollment openings or acceptances	Always monitors the database enrollment numbers for enrollment openings or acceptances

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past the deadline. Rarely communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	past the deadline. Sporadically communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.	past the deadline. Consistently communicates with the Registrar to ensure the campus is fully enrolled or to help with processing enrollments.
Responsibilities: Infinite Campus and training for Registrars.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
Rarely provides support with OLR, Enrollment, and Attendance procedures within Infinite Campus. Rarely is able to answer questions regarding Infinite Campus processes and/or features. No training provided for Infinite Campus new and current processes and/or features.	Sporadically provides support with OLR, Enrollment and Attendance procedures within Infinite Campus. Sporadically is able to answer questions regarding Infinite Campus processes and/or features. Only provides training for new IC processes and does not review currently used procedures	Consistently provides support with OLR, Enrollment, and Attendance procedures within Infinite Campus. Consistently is able to answer questions regarding Infinite Campus processes and/or features. Provides training for reporting procedures and new processes when asked.	Always provides support with OLR, Enrollment, and Attendance procedures within Infinite Campus. Always is able to answer questions regarding Infinite Campus processes and/or features. Provides continual, on-going assistance and training for reporting procedures and new processes.
Responsibilities: Campus Customer Service and Support.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
Rarely provides assistance or support to the registrar. Rarely responds to emails or phone calls in a professional or timely manner. Rarely visits schools when requested and is rarely courteous or professional when interacting with the school staff and families.	Sporadically provides assistance or support to the registrar. Sporadically responds to emails or phone calls in a professional or timely manner. Sporadically visits schools when requested and is occasionally courteous and professional when interacting with the school staff and families.	Consistently provides assistance or support to the registrar. Consistently responds to emails or phone calls in a professional or timely manner. Consistently visits schools when requested and is consistently courteous and professional when interacting with the school staff and families.	Always provides assistance or support to the registrar. Always responds to emails or phone calls in a professional or timely manner. Always visits schools when requested and is always courteous and professional when interacting with the school staff and families.
Responsibilities: State Audit Preparation Guidance and Support.			
Unsatisfactory ☐	**Approaching** ☐	**Solid** ☐	**Exemplary** ☐
No audit preparation, guidance, or support provided. No understanding of state expectations before, during and after an audit. Never appears in person when an on-site audit occurs.	Sporadic audit preparation, guidance, or support provided. Some understanding of state expectations before, during and after an audit. Sporadically appears in person when an on-site audit occurs.	Complete audit preparation, guidance, or support provided. Strong understanding of state expectations before, during and after an audit. Appears in person as needed when an on-site audit occurs.	Provides step-by-step audit preparation, guidance, or support provided. Prepares everything necessary for the audit and provides follow up when audit is complete. Complete understanding of state expectations before, during and after an audit. Able to explain every process

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			to registrar and administration. Always provides full in-person participation provided prior to, during and after the audit.

Responsibilities:
Online Enrollment and Lottery.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
No communication is provided regarding the open enrollment or lottery process or timeline. No understanding of open enrollment and lottery process and is unable to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Sporadic communication is provided regarding the open enrollment or lottery process or timeline. Some understanding of open enrollment and lottery process and is only slightly able to train or communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Strong communication is provided regarding the open enrollment or lottery process or timeline. Strong understanding of open enrollment and lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.	Outstanding, clear, and complete communication is provided regarding the open enrollment or lottery process or timeline. Outstanding and complete understanding of open enrollment and the lottery process and is able to train and communicate with registrars or applicants regarding the acceptance, enrollment or waitlist procedures.

Comments:

School Safety

Responsibilities:
Provides school safety liaison services between the schools and public safety agencies, local emergency agencies: Nevada Division of Emergency Management, Nevada Department of Education, State Public Charter School Authority and other agencies as needed.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Requests for school safety support and/or advice is ignored and/or no attempt is made to provide school safety support or advice.	Requests for school safety support and/or advice are occasionally addressed or are addressed in an untimely manner. Responses are unclear or inconsistent.	Requests for school safety support and/or advice receive a response within a reasonable amount of time. Responses are statutorily correct, clear, and consistent.	Requests for school safety support and/or advice receive a response in a timely manner. The Academica School Safety Staff anticipates, communicates, and trains school leaders on relevant school safety issues.

Responsibilities:
Assist schools in developing and implementing the school Emergency Operation Plan (EOP) and other school safety related documents as requested.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Requests for EOPs or other documents are ignored.	Requests for EOPs and other documents are occasionally addressed or addressed in an	Requests for EOPs and other documents are prepared within a reasonable amount	Requests for EOPs and other documents are prepared in a timely manner. The EOPs or

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	untimely manner. EOPs or other documents need several revisions or corrections.	of time. EOPs or other documents are statutorily correct, clear, and consistent.	written documents are professional, detailed and error free.

Responsibilities:
Work with campus leaders to provide school safety information and resolve school safety related issues / emergencies.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Academica School Safety Staff is unwilling or unable to assist the school in these school safety issues.	Academica School Safety Staff occasionally assists with school safety information, issues and emergencies.	Academica School Safety Staff assists with school safety information, issues and emergencies as needed.	Academica School Safety Staff is not only willing to assist with school safety information, issues and emergencies as needed but also responds to the school, and creates new school safety information as needed.

Comments:

State Reporting

Responsibilities:
Timely alert school system, responsible party, and/or Academica Departments of items or information coming due to the State, both from the Authority and the Department of Education.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Staff does not provide ample notice to schools after receiving notice from the proper agency, of items or information coming due and school employees are often rushing to submit requested items.	Staff sometimes provides forward notice of items or information coming due (once the due dates are received from proper agency); however, those responsible are sometimes still rushing to complete items timely.	Staff provides timely notice, once deadlines are received from the proper agency, as to the information or items due, giving the responsible party ample time to complete.	Once deadlines are received from the proper agency, staff always goes to great lengths to ensure that all parties involved are aware of the information and/or items coming due and works to gain extensions where necessary. Staff sends out a calendar invite for all items coming due, as well as, staff provides reminders of upcoming due dates.

Responsibilities:
Works with each school system, responsible party, and/or Academica departments to gather necessary information to ensure information or required items are submitted timely and accurately. When questions arise, staff works with the Authority and/or Department of Education to gain clarification on information requested and works to ensure that all systems receive a clear explanation of requirements. Assists parties in completing reports, etc. as requested. Works with necessary party to obtain an extension, if necessary.

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Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Staff does not provide assistance to ensure the timely and accurate submission of items or information. Nor does staff work to gain additional information when questions arise.	Staff at times will work to facilitate the gathering of information or items for submission. Staff inconsistently attempts to gather additional information from various agencies, however, little follow up takes place in this regard.	Staff regularly works with systems or necessary staff to gather the required information or items for submission. Staff offers to be of any assistance to those persons, whether to gather information independently or to work with others. Staff frequently works with other agencies to obtain additional guidance when needed.	Staff provides a high level of service in working with each system to ensure timely and accurate submission of information. When questions arise that staff cannot answer, staff diligently works with other agencies to obtain additional guidance when needed and provides follow up when additional information is not received. Staff offers assistance at all times to help with data compilation or collection of documents to ensure proper compliance.
Responsibilities: Submission of all documents related to reimbursement under grant funding. Maintain thorough and accurate records to ensure that all items are submitted timely and accurately, in order to ensure the proper reimbursement to the system. Responsible for assisting with revised grant budgets, when the need arises. Assist with any questions either the system, Academica departments or various agency departments might have regarding reimbursements submitted and projections of future grant spending.			
Unsatisfactory ☐	**Approaching ☐**	**Solid ☐**	**Exemplary ☐**
Staff does not maintain proper grant reimbursement records and does not meet reimbursement request deadlines. Staff is not in communication with agencies regarding grant-funding questions. Staff does not assist the system with budget revisions.	Staff maintains minimal records, which at time leads to inaccurate or late information being submitted. Staff works sparsely with other department or systems regarding grant reimbursement questions or the revisions to grant budgets. As well, staff does not interact on a regular basis with various agencies inquiring about spending projections.	Staff maintains thorough records and files with regard to each grant a system is awarded, allowing for a streamlined process to ensure timely and accurate submissions. Staff works with all systems to modify grant budgets, as the need arises. Staff works with all agencies that have questions regarding grant reimbursements or other grant related questions.	Staff diligently works to ensure that all grant reimbursement files are complete and accurate, resulting in consistently timely and accurate reimbursement submissions. Staff frequently works with systems to ensure that any budget modifications needed are updated and submitted to the state for approval. Staff consistently follows up with the state on any questions they might have regarding the revisions, as well as the status of a submitted revision. Staff has built a strong working relationship with the various agencies in which reimbursement requests are submitted, in order to ensure any information needed is provided, resulting

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			in timely reimbursement processing.
Comments:			

Teacher Recruitment & Licensure

Responsibilities:
Track and advertise job openings for the school site.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Jobs are inconsistently posted to recruiting platform(s). No attempt at communication with school site administration is made by the recruitment representative. Jobs posted are consistently out of date or inaccurate.	Jobs are posted to recruiting platform(s) within a sufficient amount of time. Recruitment representative makes an attempt to communicate with the school site to update openings.	Jobs are accurately posted to recruiting platform(s) within 12-24 hours of notification of the job opening. Recruitment representative consistently communicates with school site administration to ensure job openings are up to date.	Jobs are accurately posted to recruiting platform(s) within 12 hours of notification of the job opening. Recruitment representative initiates consistent communication with school site administration regarding open positions and frequently sends prospective candidates to school administration as appropriate.

Responsibilities:
Track teacher licensure and notify teachers of license expiration.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Licensed staff are not notified of upcoming license expiration at least 6 months in advance. No attempt is made to notify licensed staff and administration when a staff member's license lapses. Requests for assistance with licensure questions are ignored.	Licensed staff are inconsistently notified of upcoming license expiration at least 6 months in advance. A modest attempt is made to notify licensed staff and administration when a staff member's license lapses. Minimal assistance is offered when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration at least 6 months in advance. Licensed staff and administration are notified promptly when a staff member's license lapses. Effective assistance is given to licensed staff and administration when licensure questions arise.	Licensed staff are consistently notified of upcoming license expiration, including an explanation of any provisions or requirements needed to renew the license. Licensed staff and administration are notified within 1 week of a staff member's license lapsing. Expert assistance is given when licensure questions arise.

Responsibilities:
Organize and run teacher hiring fairs.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Recruitment team makes little or no attempt to organize hiring fairs during the school year. School sites have minimal opportunity to effectively hire teachers and	Recruitment team prepares and executes two (2) hiring fairs per school year. There is limited organization to the hiring fairs, which leads to inconsistent recruitment	Recruitment team effectively prepares and executes two (2) hiring fairs per school year. The hiring fairs are organized and frequently assist the school sites with	Recruitment team effectively prepares and executes two (2) highly-organized hiring fairs per school year. The school sites are consistently given the opportunity to hire

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support staff from these events.	opportunities for school sites.	teacher and support staff recruitment for the current or upcoming school year.	teachers and support staff at these events. Feedback is acquired from school sites and implemented in future hiring fairs.
Comments:			

Travel

Responsibilities:
Book travel for school employees in accordance with Government Regulations and in a timely manner.
** In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible.'

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Inadequate communication with the school and requests are not handled timely. Travel does not meet the GSA standards.	Limited communication with the school. Modest attempt is made to book travel with in the GSA guidelines. Travel requests are not attended to in a sufficient manner.	Travel is booked in a timely manner and meets GSA guidelines.	Highly consistent communication with the school. Travel is booked in a timely manner and meets GSA guidelines. Helps with travel problems when they occur.

Responsibilities:
Registers school employees for conferences in a timely manner when requested.
** In all uses of the word, 'timely' can be defined as trip confirmations being provided to travelers two weeks from departure date so long as the trip was requested two weeks or more in advance. If a trip is requested less than two weeks from departure, 'timely' can be defined as 'as soon as possible'.

Unsatisfactory ☐	Approaching ☐	Solid ☐	Exemplary ☐
Requests are ignored and conference is not booked for school employees.	Limited communication with the school regarding the conference. Conference early bird discounts and or group rates are missed (if requested on time).	Conference is booked in a timely manner. Conference early bird and/or group discounts are applied (if requested on time).	Highly consistent communication with the school. Conference early bird and/or group discounts are applied (if requested on time).

Comments: