

**ADDENDUM - CHARTER APPLICATION
RESPONSE TO DISTRICT FEEDBACK**

10/04/2024

E. Student Services	
Item	Rating
<i>The applicant demonstrates an understanding of legal requirements and has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students with special needs, including those eligible under IDEA and Section 504. Applicant Section: D3, E4, the District Budget Template</i> <i>(From the Recommendation Narrative at the end of this section - Having a special education teacher overseeing the 504 program and GT muddies the line between special education and general education. It would be more appropriate to have a general education teacher take on this role for these two groups of students.)</i> <i>In the original application, under Key Roles and Responsibilities, we identified that, "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."</i>	Partially Meets
Response: Having a general education teacher oversee and implement a high-quality continuum of services for students with special needs, including those eligible under IDEA and Section 504 and gifted and talented students, is more appropriate and essential for maintaining clarity and effectiveness in service delivery. A fundamental aspect of successful education is distinguishing between special and general education practices. Assigning a general education teacher to oversee these programs preserves the integrity of both systems. General educators are trained to deliver instruction that meets the diverse needs of all students while fostering a collaborative environment. By placing a general education teacher in this role, ICA avoids the potential for conflating special education practices with general education, which could lead to confusion among educators, parents, and students. General education teachers deeply understand curriculum design and instructional strategies essential for all learners, including those with special needs. They are trained to adapt their teaching methods to support diverse learning styles and can implement inclusive strategies including ability grouping and differentiation that benefit both gifted and talented students and those with disabilities. This expertise is vital for creating an environment where all students can thrive, ensuring that each student's unique strengths are recognized and nurtured. A general education teacher overseeing these programs promotes a culture of inclusion and collaboration within the school. General educators are more likely to advocate for practices that integrate students with special needs into the mainstream classroom, utilizing universal design for learning principles. This approach not only benefits students with disabilities but also enriches the learning experience for all students, fostering empathy and understanding among peers. In overseeing these services, general education teachers can effectively address the requirements of IDEA and Section 504. They are equipped to ensure that accommodations and modifications are implemented seamlessly within the general education framework, preventing the perception that special education is separate. This proactive stance meets legal obligations and promotes a more integrated approach to teaching, enhancing the overall learning environment. In conclusion, having a general education teacher oversee and implement services for students with special needs, including those under IDEA and Section 504 and gifted and talented students, is a strategic decision that enhances clarity, collaboration, and inclusion. This approach ensures that all students receive the quality education they deserve while preserving special and general education's distinct roles and responsibilities. By fostering a unified educational environment, ICA empowers every student to succeed and thrive in their learning journey.	
<i>The applicant demonstrates an understanding of legal requirements and has dedicated</i>	Does Not Meet



sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students with mental health needs.

Applicant Section: D3, E8, the District Budget Template

*(From the Recommendation Narrative at the end of this section - Has dedicated sufficient financial, staffing, and curriculum resources to implement a high-quality continuum of services for students with mental health needs. **This has not been addressed in this section. because the question didn't mention "mental health"**)*

Response:

Legal frameworks mandate that schools provide students with mental health needs access to a free, appropriate public education (FAPE) in the least restrictive environment (LRE). This means that schools must create an educational setting that accommodates students' individual needs while ensuring their participation in the general education curriculum. Failure to comply with these regulations can lead to legal ramifications and, more importantly, negatively impact the educational experience of affected students.

A robust continuum of services necessitates adequate funding to support mental health initiatives. This includes hiring specialized personnel—such as school psychologists, counselors, and social workers—and investing in training for existing staff to identify and address mental health issues. Financial resources should be allocated for mental health education programs, crisis intervention, and ongoing support. Such investment ensures that schools are equipped to create safe and nurturing environments conducive to learning.

Staffing is a critical component of adequate mental health support. Employing trained professionals to implement evidence-based interventions is essential for identifying and addressing mental health needs early. Fostering a collaborative team approach that includes general educators, special educators, and mental health professionals allows for comprehensive support tailored to each student's unique circumstances. This cooperative model enhances communication and ensures students receive consistent messaging and care across all educational settings.

Parents will be a vital part of developing a plan to meet their child's needs at ICA. Parents know their child best and can provide valuable information and ideas that will help in developing effective interventions. Collaboration between ICA and home assures that planned interventions will be both meaningful and consistent.

Curriculum resources must be intentionally designed to integrate mental health awareness and education into the broader learning experience. Implementing programs that teach coping strategies, emotional regulation, and resilience can empower students to manage their mental health proactively. By embedding mental health topics into the general curriculum, ICA normalizes discussions around mental health and destigmatizes seeking help, creating a more supportive school culture.

Best practices for supporting students with mental health needs include early identification, personalized intervention plans, and continuous monitoring of student progress. Utilizing a tiered approach—such as the Multi-Tiered System of Supports (MTSS)—ensures that interventions are appropriately matched to the level of need, providing the proper support at the right time. Regular training for educators on mental health first aid and trauma-informed practices can enhance their ability to respond effectively to students in crisis.

In summary, creating a high-quality continuum of services for students with mental health needs requires a strategic approach that adheres to legal requirements and is bolstered by sufficient financial, staffing, and curricular resources. By prioritizing mental health education and support within the school environment, ICA complies with legal mandates and fosters an inclusive and supportive atmosphere where every student can thrive. This commitment benefits students with mental health needs and enriches the entire educational community, promoting overall well-being and academic success.

The applicant describes health staffing, processes and policies for record keeping, screenings, medication administration, staffing, and student illnesses.

Applicant Section: E9

*(From the Recommendation Narrative at the end of this section - Health staffing, processes and policies for record keeping, screenings, medication administration, staffing and student illnesses were **not discussed** in this section. **because the question didn't seem to ask**)*

Does Not Meet

**Response:**

To effectively support student health and well-being, ICA will implement best practices in staffing, processes, and policies regarding record keeping, screenings, medication administration, and managing student illnesses. These elements are crucial in fostering a safe and healthy educational environment for our students.

A well-structured staffing model is fundamental for addressing student health needs at ICA. The school will seek to employ certified school nurses or First Aid Safety Assistants (FASAs) trained in both physical and mental health care. These professionals will play a pivotal role in conducting regular health assessments to identify potential health issues early, coordinating care by collaborating with educators, parents, and health professionals to develop comprehensive care plans tailored to individual student needs, and preparing for medical emergencies by ensuring that all staff members are trained in first aid and CPR.

Effective record-keeping is essential for managing student health information. ICA will implement secure and accessible electronic health record systems prioritizing confidentiality and compliance with HIPAA regulations to protect student privacy. This system will maintain comprehensive health profiles that include detailed records of each student's medical history, allergies, medications, vaccinations, and previous health screenings. Timely updates will be established through protocols regularly reflecting changes in a student's health status or care plan. Regular health screenings are vital for the early detection of potential health issues. Best practices will involve routine screenings for vision, hearing, and dental health annually to ensure students receive timely interventions. Mental health assessments will also be implemented to identify students needing additional support, fostering a proactive approach to mental well-being. Communication protocols will inform parents about screening results and recommendations, encouraging their active involvement in their child's health care.

Establishing clear policies and processes for medication administration is crucial to ensuring student safety. ICA will develop individualized medication management plans for students who require medication during school hours, specifying dosages and administration times. Designated staff will be trained on proper medication administration procedures and recognizing potential side effects or adverse reactions. Meticulous records will be maintained for all medications, including the time, dosage, and observed reactions.

Finally, effective policies for managing student illnesses are essential for promoting health and preventing the spread of infectious diseases. ICA will establish clear illness protocols outlining when students should stay home due to illness, including criteria for specific symptoms such as fever or vomiting. Designated areas will be created for students who become ill during school hours, allowing for safe monitoring until they can be picked up. Open communication with parents regarding any outbreaks or health concerns within the school community will promote awareness and preventive measures.

By implementing these best practices in health staffing, processes, and policies, ICA can create a comprehensive framework that prioritizes student health and safety. This proactive approach ensures compliance with health regulations and fosters a supportive environment where students can focus on their education without the burden of unmanaged health concerns. Investing in student health resources is an investment in their overall success and well-being.

G. Budget & Finance

Item	Rating
<i>The applicant's budget is balanced each year.</i> <i>Applicant Section: the District Budget Template</i> <i>Look for:</i> • <i>Positive Net Income each year</i> • <i>Satisfaction of TABOR and SPED Reserves each year</i> • <i>Positive ending unassigned fund balance each year</i> <i>(From the Recommendation Narrative at the end of this section - While the budget appears balanced and positive every year, the calculation of TABOR reserve is low and there is no money budgeted for SPED outside of purchasing from the district which is not realistic.</i>	<i>Partially Meets</i>



There should be an appropriate SPED reserve to ensure compliance for SPED students.)

Response:

Regarding the TABOR reserve, it is important to note that our budget anticipates adding 3% of revenue each year to build the required reserve gradually over time. The TABOR line in the budget reflects only the amount needed to be added for that specific fiscal year, not the total cumulative reserve. This incremental approach ensures that the required reserve will be fully funded over time. Please refer to the attached chart, which outlines the year-over-year growth of the TABOR reserve and demonstrates our compliance with the requirement.

	Additional TABOR for current Year	Cumulative TABOR
FY26	71,810.64	71,810.64
FY27	22,755.83	94,566.47
FY28	23,810.61	118,377.08
FY29	25,389.45	143,766.53
FY30	26,548.94	170,315.48

In terms of SPED support, the budget includes a full salaried position (\$60,000), with benefits, for a full-time SPED staff member on campus. This ensures we have dedicated, on-site support for SPED students. Additionally, the SPED purchased services line is intended to cover the necessary related services, such as Speech Therapists, Psychologists, and other specialized services. These services will be provided either through the district or third-party providers, depending on the needs of our students and the ability of the district to partner with the school.

We are confident that these elements of the budget provide a solid plan for both TABOR compliance and meeting the needs of our SPED students.

The applicant's budget is based on realistic assumptions for revenue and expenditures and does not include uncommitted funds.

Applicant Section: the District Budget Template, B, E, G4, G7-G8

Look for:

- *Enrollment projections in line with demographic forecasts and market analyses*
- *Attrition at grade level breaks (i.e., 6th to 7th and 8th to 9th)*
- *Moderate PPR growth of no more than 3 percent*
- *All competitive grants or donations tie to formal documentation from the donor or grantor committing the funds to the school*
- *All fee revenue is based on reasonable fee amounts and assumes that 80% or less of NON-FRL students pay the fees*
- *Does not include state or federal competitive grants unless they have been awarded to the school (ex: CCSP)*

(From the Recommendation Narrative at the end of this section - More than a 3% PPR growth projected.)

Partially Meets

Response:

While the PPR itself is only assumed to increase by 3% annually, the overall increase in the PPR line each year reflects both the 3% increase in the PPR and the projected growth in student enrollment.

As student enrollment increases year over year, the total amount of PPR also rises, since the overall revenue is a function of both the PPR rate and the number of students. Therefore, the budget shows a higher total PPR amount, but it is important to note that the PPR figure itself is only increasing by 3%, while the enrollment growth



accounts for the additional increase.

This approach ensures that we are accounting for both inflationary increases in PPR and the expected growth in student population, which directly impacts the school's revenue.

Independent Classical Academy

ASSUMPTIONS

REVENUE	FY26	FY27	FY28	FY29	FY30	
5710 - Per pupil funding (100%)	\$ 11,461.84	\$ 11,805.70	\$ 12,159.87	\$ 12,524.66	\$ 12,900.40	3% Increase Assumption
5810 - CPP Funding						

The applicant's budget includes reasonable and adequate costs for all staff, services, supplies, equipment, and technology included in the application and/or essential to the school implementing the proposed model with fidelity.

Applicant Section: the District Budget Template, All Sections

Look for:

- Adequate SPED personnel to meet and fulfill SPED requirements.
- Reasonable salaries at a level to recruit and retain qualified staff. Salaries should not be significantly less than local averages.
- All required PERA costs are included.
- Adequate facility and occupancy costs are included. If site selection has not yet occurred, costs should reflect local average occupancy costs. (Occupancy costs include rent, utilities, trash removal, custodial, common area maintenance (CAM), snow removal, landscaping, etc.). Facility costs should also reflect a set-aside for buildout costs unless the applicant has secured a turnkey facility.
- Adequate technical services budget for a student information system (approximately \$7K-\$10K) and financial system.
- Adequate professional services budget to include qualified financial service providers, educational service providers, contracted SPED services providers, and substitute teachers. These amounts should reflect the type and cost of services referred to in the application.
- Food service expenditures (if applicable).
- Adequate equipment, curriculum resources, books, and assessments as needed to implement the model with fidelity and as referred to in the application.

(From the Recommendation Narrative at the end of this section - Food service revenue would not be part of the applicant's budget if purchased from the district. Expenditures seem to be missing a few key items that need further clarification: No counselor budgeted for first year - how will needs be met? SPED budget/supplies and personnel, sufficient curriculum budget? Utility budget may be low depending on location, insurance budgets seem low as well. Specific financial software and SIS not broken out - need to ensure proper budget amounts included.)

Partially Meets

Response:

1. Food Service Revenue and Expenditures:

If the school opts to participate in the National School Lunch Program (NSLP) and purchase food services from the district, both the food service revenue and the corresponding expenditure line items will be removed from the budget. This adjustment will be made to reflect that the school is not directly managing food service operations.

2. Counselor Position in the First Year:

Based on the projected enrollment and grade levels for the first year, we do not anticipate the need for a full-time counselor. Should any mental health needs arise, the school will work with existing outside services to support students, or, if necessary, contract with specialized services to meet the needs of students on a case-by-case basis. This approach ensures that student needs are addressed without allocating resources for a full-time position that may not yet be necessary.

**3. SPED Budget and Supplies:**

The budget includes provisions for SPED support, with a full-time salaried position dedicated to on-campus support. Additionally, we have allocated funds for contracted services to work with the district or third-party providers for necessary related services such as Speech, Psychologists, and other supports. The supply and personnel budget are designed to ensure compliance with SPED requirements and provide comprehensive services to our students.

4. Curriculum Budget:

Curriculum needs will be met either through a Colorado Charter School Program (CCSP) grant, which we are eligible to apply for, or through funding allocated in the lease agreement for furniture, fixtures, and equipment (FFE). This ensures that the school will have the necessary resources to implement high-quality instructional materials and curriculum during its first year of operation. The assumptions for the leased amount are based on classical schools, using the same anticipated curriculum which have opened in the past year of the same size as the anticipated enrollment.

5. Utility and Insurance Budgets:

The utility budget is based on data from similarly sized schools in the state. While we believe these estimates are accurate, a contingency has been built into the budget to account for any variances that may arise due to the specific location of the school.

Insurance budgets, including liability and employee benefits, are also based on schools of similar size in our portfolio in Colorado. These figures have been carefully calculated to reflect appropriate coverage for the school's needs.

6. Financial Software and SIS:

Financial software is provided by the Educational Service Provider (ESP), and there is no separate charge to the school for these programs. As for the Student Information System (SIS), Infinite Campus will either be included as part of district services and fees or accounted for under the software programs budget if the school does not contract with the district for Infinite Campus. We will await district guidance.

H. Governance & Leadership

Item	Rating
<i>The applicant clearly delineates the roles and powers of the board, school administration, and various non-board committees, including but not limited to the School Accountability Committee and any advisory groups.</i> <i>Applicant Section: H4, H_Bylaws</i> <i>(From the Recommendation Narrative at the end of this section - The applicant does not outline the responsibilities of the School Accountability Committee as outlined in statute.)</i>	Partially Meets
Response: The responsibilities of ICA's School Accountability Committee (SAC) are vital for promoting effective governance and enhancing educational outcomes. Based on Colorado statutes, the SAC plays a pivotal role in ensuring that the school's resources are utilized effectively and that the needs of all students are met. Composition and Representation The SAC will consist of a diverse group of members, including: · The Principal or Designee: Provides leadership and insight into school operations. · At Least One Teacher: Offers a perspective on instructional practices and classroom needs. · At Least Three Parents or Legal Guardians: This ensures that families' views are represented, fostering community engagement. · An Adult from a Recognized Organization: Bridges the gap between parents, teachers, and students, promoting collaboration. · A Community Member: Enriches the committee's perspective with insights from the broader community.	



This diverse membership is essential for reflecting the varied backgrounds and needs of the student population, including underrepresented groups.

Financial Recommendations

One of the SAC's primary responsibilities is recommending spending priorities to the principal. This includes evaluating the school's financial needs and assessing how available funds can best support educational initiatives. The SAC provides input that directly impacts the school budget and ensures funds are allocated to areas that enhance student learning and support. The SAC plays a crucial role in shaping the school's financial priorities by recommending how resources should be used.

Advising on School Improvement Plans

The SAC advises the principal on developing improvement plans by offering insights to create effective strategies for enhancing school performance. The SAC provides recommendations on improvement or turnaround plans to ensure they are responsive to the school's unique challenges. This advisory capacity helps align school objectives with community needs and educational standards.

Monitoring Progress

The SAC will meet at least quarterly to discuss how well school leadership and infrastructure support educational goals, assess whether the current plans are being effectively executed, and make adjustments as necessary. This ongoing oversight is essential for maintaining accountability and ensuring that the school is on track to meet its objectives.

Enhancing Parent Engagement

Increasing parent engagement is a critical responsibility of the SAC. Through outreach efforts, the SAC actively publicizes opportunities for parents to get involved, ensuring the representation of diverse student populations. The SAC also assists in implementing parent engagement policies at the school level. By fostering strong connections between parents and the school, the SAC enhances community involvement and support for student success.

Public Accountability

The SAC will be responsible for publicizing public meetings and ensuring that community members can participate in discussions about school priorities and plans. The SAC supports community attendance at public hearings related to improvement plans, reinforcing the importance of transparency and community voice. This commitment to public accountability ensures that the school remains responsive to its community stakeholders.

Conclusion

The responsibilities of ICA's School Accountability Committee are vital for fostering a collaborative, transparent, and effective educational environment. The SAC plays a critical role in shaping the school's and its students' future by ensuring diverse representation, advising on financial and improvement strategies, monitoring progress, enhancing parent engagement, and maintaining public accountability. Emphasizing these responsibilities not only aligns with legal requirements but also reflects a genuine commitment to the educational success of all students.

There is an ongoing and comprehensive plan for annual board training, capacity building, self-evaluation, and succession planning.

Applicant Section: H5-H7, the District Budget Template

(From the Recommendation Narrative at the end of this section - The applicant does not provide a plan for board training capacity building or self-evaluation.)

Does Not Meet

Response:

To ensure effective governance and compliance with bylaw provisions, ICA will implement a comprehensive plan focused on annual board training, capacity building, self-evaluation, and succession planning. Recognizing the importance of strong leadership as a new charter school, the Board will organize a one-day orientation during the school's incubation year, providing all board members with essential training in open meeting law and effective operations as a public charter school. Following the school's opening, the Board will host an annual half-day summer retreat to review performance, identify improvement areas, set goals, and assess the strategic plans for the school.

ICA's proactive approach to succession planning is a testament to our commitment to long-term sustainability and community involvement. This approach involves existing directors in identifying and mentoring potential future



board members from the school community. We ensure a transparent recruitment process by directly advertising vacancies on the school's website and engaging parents. To enhance capacity, ICA will offer skill development workshops and establish a mentorship program pairing experienced board members with newcomers, fostering knowledge transfer and support.

New board members will undergo onboarding and training within thirty days of joining, facilitated by both the Board and the Principal. This orientation will cover critical aspects of the school, including introductions to board members and key stakeholders, an overview of the school's mission, vision, principles, and goals, and a review of the Board's legal and fiduciary responsibilities and governance structure. New members will receive important documents such as the approved charter application, bylaws, budget information, strategic plans, and details on open meeting laws. Financial training will be provided in partnership with Academica Colorado, alongside an introduction to the school's budget, financial statements, and academic programs.

Members will engage with various partners for training to further enhance board effectiveness, including community organizations and Academica Colorado for financial management. Each member of ICA's Board will participate in four hours of professional development annually, which may include attending National Charter School Conferences, engaging with the Colorado League of Charter Schools, and other training on fiscal management for non-profit organizations. As ICA expands, board members will receive training to understand performance dashboards, allowing them to maintain oversight of financial, operational, and academic performance.

Our ongoing training underscores ICA's commitment to continuous improvement and adaptability. This training encompasses essential topics such as legal compliance, governance best practices, financial management, strategic planning, and self-assessment. Regular training sessions, workshops, and retreats will facilitate continuous board development throughout the year. Additionally, if the need arises, the ICA Board will pursue extra professional development to navigate any corrective action plans necessary to address underperformance.

Our comprehensive approach to annual board training, capacity building, self-evaluation, and succession planning is a testament to ICA's commitment to governance practices and student success. This approach will strengthen ICA's governance practices, ensuring a well-functioning board responsive to the school community's needs. By prioritizing ongoing education and proactive succession strategies, the board will enhance its effectiveness and maintain compliance with legal and bylaw requirements, ultimately fostering a robust student educational environment.

The applicant provides a sound and comprehensive process to recruit a qualified school leader (or the process used to recruit the proposed school leader, if already identified).

Applicant Section: H9-H11

Does Not Meet

(From the Recommendation Narrative at the end of this section - There is no description of the recruitment plan for a qualified school leader contained in the charter.)

Response:

ICA has crafted a sound and comprehensive process to recruit a qualified principal candidate to lead its Core Knowledge charter school, focusing on attracting candidates who align with the school's mission and educational philosophy. The following outlines the critical steps in this process:

Define the Role and Responsibilities

Begin by developing a clear job description that outlines the responsibilities, qualifications, and skills required for the principal position. Highlight the importance of the Core Knowledge curriculum, leadership in a charter school environment, and the ability to foster a positive school culture.

Develop a Recruitment Plan

Create a strategic recruitment plan outlining timelines, channels, and evaluation criteria. Utilize both traditional and innovative approaches, including:

- **Job Postings:** Advertise the position on educational job boards, the school's website, and platforms specific to charter schools.
- **Networking:** Contact educational associations, universities with vital education programs, and local education networks.
- **Social Media:** Leverage social media platforms to promote the position and the school's mission.

**Create a Candidate Profile**

Develop a candidate profile that emphasizes the desired qualifications, including experience with the Core Knowledge curriculum, leadership experience, strong communication skills, and a commitment to student achievement. Include a preference for candidates with a charter school governance and community engagement background.

Conduct Outreach and Recruitment

Actively reach out to potential candidates through professional networks and conferences. Engage with organizations that support charter schools to identify qualified individuals who may not be actively seeking new positions.

Implement a Rigorous Selection Process

Design a multi-step selection process to ensure a thorough evaluation of candidates:

- **Application Review:** Screen applications for relevant experience and qualifications.
- **Initial Interviews:** Conduct phone or video interviews to assess candidates' alignment with the school's mission and values.
- **In-Person Interviews:** Invite top candidates for in-person interviews, including a panel of board members. Use behavioral interview techniques to gauge their leadership style, problem-solving skills, and cultural fit.

Assess Cultural Fit and Vision

During the interview, assess candidates' understanding of and commitment to the Core Knowledge philosophy. Ask candidates to present a vision for the school and how they plan to implement the curriculum effectively.

Conduct Reference Checks

Once a final candidate is identified, conduct thorough reference checks with former employers and colleagues. Inquire about the candidate's leadership style, ability to manage a school environment, and commitment to academic excellence.

Formal Offer and Onboarding

Once the ideal candidate is selected, extend a formal offer outlining salary, benefits, and responsibilities. Once accepted, develop a comprehensive onboarding plan that includes orientation on the school's mission, curriculum, policies, and community engagement strategies.

Support and Professional Development

Provide ongoing support and professional development opportunities for the new principal to ensure their success in leading the school. Establish mentorship programs and regular check-ins to facilitate integration into the school community and foster continuous improvement.

By following this comprehensive recruitment process, ICA can attract and select a qualified principal who is aligned with our mission and dedicated to fostering a high-quality educational environment.

*The applicant demonstrates a clear understanding of the academic, operational, and financial responsibilities of the school leader and provides a school leader evaluation plan that aligns to those identified responsibilities.
Applicant Section: H9-H11*

(From the Recommendation Narrative at the end of this section - While the duties of the school leader are mentioned, a clear understanding is lacking within the charter section.)

There is no mention of FERPA or Public Records Act, however the applicant was not scored down for this as it is hard to see this within this section.)

Partially Meets

Response:

A structured approach is essential to effectively identifying the duties of the principal leading ICA and establishing a comprehensive plan to evaluate the leader's performance. The principal's responsibilities should be articulated, emphasizing the commitment to student success and the essential skills required for effective school leadership.



First, the principal will support and communicate ICA's strategic mission and vision collaboratively with staff and stakeholders, implement strategies to enhance student outcomes, manage high-quality staff systems, and allocate resources effectively while ensuring ongoing communication with all stakeholders.

Second, the principal must foster a positive school culture, ensure a safe and inclusive environment, promote inclusivity, and actively engage families and the community in supporting student learning.

Third, the principal will demonstrate instructional leadership by aligning curriculum, instruction, and assessments, fostering a culture of continuous professional learning, conducting regular observations, and providing actionable feedback to hold staff accountable for student outcomes.

Fourth, the principal will ensure compliance of applicable laws including the federal Family Educational Rights and Privacy Act (FERPA) by setting up procedures and protocols to protect the confidentiality of student's identifiable information that is maintained in educational records; and affording parents the right to have access to their child's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records.

Lastly, the principal will uphold high professional and ethical standards, pursue continuous growth linked to personal and professional goals, and build productive partnerships with community stakeholders to promote school improvement and student well-being.

A systematic plan based on these standards should be implemented to evaluate the principal's performance. The evaluation process will recognize that great principals take responsibility for the success of every student and continuously seek to develop their skills, just as they expect from their teachers and students. This evaluation will include specific, measurable goals derived from the Principal Quality Standards, with regular observations and feedback sessions assessing the principal's effectiveness in fulfilling their duties.

The evaluation will include 360-degree feedback from staff, students, and community members to comprehensively understand the principal's impact on school culture and student learning. Additionally, the principal will maintain a portfolio documenting achievements and reflections on their professional growth, which will be reviewed during annual evaluations. Utilizing rubrics that correspond to the Colorado State Model Evaluation System, the evaluation process will ensure a fair and reliable assessment of the principal's leadership qualities, instructional and procedural practices, and community engagement efforts, ultimately fostering a culture of continuous improvement within the school. This comprehensive process will facilitate the principal's professional growth, enhance their ability to support teachers, and ultimately drive potent influences on student learning.

I. Operations

Item	Rating
<i>Policies: The applicant demonstrates compliance with local, state, and federal requirements related to enrollment, discipline, grievance, and employment policies. Specifically:</i> <i>• Enrollment: In alignment with state and federal requirements, no barriers to access are identified in the enrollment policy. A reasonable plan is provided for outreach and recruitment of students whose race, gender, and ethnicity reflect the demographics of the community that the school intends to serve.</i> <i>• Discipline: The discipline policy aligns with state and federal requirements (C.R.S. 22-33-105, 106 and 106.1; federal special education requirements).</i> <i>• Grievance: The Grievance Policy addresses parent, student and staff grievances and aligns with the District Grievance Policy requirements.</i> <i>• Employment: The employment policy clearly describes whether school staff is employed on a contract or at-will basis.</i> <i>Applicant Section: I2 and related attachments</i> <i>(From the Recommendation Narrative at the end of this section - Student Data - ICA specifically states that they will use Infinite Campus (IC) to "manage student data, ensure timely and accurate data entry, and provide parents with login credentials to monitor their child's progress." They also mention how they'll support IC and how they'll evaluate their IC and data training for staff and registrars under their Evaluation and Renewal rubric Attachment M. There are sections regarding 'Data Utilization', 'Ongoing</i>	Partially Meets



Data Management', and 'Longitudinal Data Reporting' which addresses the rubric guidelines.

Policy - There is not a clearly prescribed grievance procedure for parents outlined within the charter application.

Facilities: The facilities section outlines general information but offers little specific information. More detail will be needed for contracting purposes.)

Response:

Grievance:

At ICA, we prioritize the opinions and concerns of parents and families, recognizing their vital role in the educational process. To facilitate effective communication and accountability, ICA has established a comprehensive grievance procedure encouraging parents to voice their concerns constructively.

The process begins with direct engagement at the classroom level; if a parent has a concern about a specific teacher or support staff member, they should first schedule an appointment with that individual to discuss the issue directly. We encourage parents to respect teachers' time and not to interrupt their working hours. Parents may contact the principal or other school administrator for further assistance if the concern remains unresolved or pertains to broader school administration issues. For personal matters involving specific staff or board members, direct contact with the individual is encouraged while respecting their time and privacy.

If a parent exhausts these avenues without satisfactory resolution, they may submit a formal grievance in writing to the Board of Directors. The Board will review the grievance and may choose to sustain previous decisions, appoint members to investigate, or address the issue in an open or executive session. Additionally, parents may raise grievances during the public comment section of board meetings.

This structured approach empowers parents to seek resolution and contributes to improving our school community's operations.

Facilities:

ICA anticipates renting space in the Frontier Building for its first year of operations. Instead of traditional rent payments, ICA would assume the cost of bringing the classrooms and bathrooms up to usable standards. This renovation, estimated to cost between \$50,000 and \$100,000, would be a significant investment in the facility, ultimately benefiting the district by providing long-term upgrades at the school's expense.

For the second year, ICA expects to move into a new, purpose-built facility located within the Independence Community. The school will collaborate closely with the community developer, who has committed to providing substantial support for this new facility, including:

- Free Land: The developer has committed to providing the land at no cost to ICA (potentially through an agreement with the District)..
- Site Grading: The developer will rough grade the property, handling all necessary import/export of dirt to prepare the site.
- Utilities: Utilities will be brought to and stubbed at the property line, ready for connection.
- Off-Site Improvements: All off-site infrastructure, including roads, traffic improvements, and utilities, will be covered by the residential developer.
- Gym Facility: While the developer has not committed to funding a gym at this time, they are open to considering the possibility of contributing if the gym can be used by the wider community.

This partnership with the community developer provides a unique opportunity for ICA to establish a long-term home in a state-of-the-art facility while minimizing upfront costs associated with land and infrastructure



development.

The school developer plans to build out the facility in multiple phases, ensuring that the construction is responsive to ICA's growing enrollment. This phased approach will help the school manage costs effectively, preventing an unnecessary financial burden during the early years of growth. By aligning the building's development with the school's enrollment trajectory, ICA can ensure that its budget remains stable while scaling its operations gradually.

Additionally, the school developer will execute a lease agreement that accommodates these enrollment steps. This lease will be structured to reflect the expected growth in student numbers, allowing ICA to manage lease payments in a way that corresponds with its financial capacity during the initial years.

Looking ahead, the board anticipates exploring the option to seek bonds after the first 3-5 years of the lease agreement. This would allow ICA to transition from leasing to a more permanent financial structure, potentially enabling the school to purchase the facility and secure long-term stability.

Safety: The applicant demonstrates an understanding of the people and processes necessary to ensure the ongoing safety and security of students and staff and provides a comprehensive strategy for creating a safety plan.

Applicant Section: I- Safety

(From the Recommendation Narrative at the end of this section - The application does not provide sufficient detail regarding the safety and security of students, staff, and facilities. Notably, it lacks information on a physical security program, including aspects such as access control, surveillance camera monitoring, intruder detection, and considerations for a guard force.)

Does Not Meet

Response:

A comprehensive safety plan is essential to ensure the safety and security of ICA students, staff, and facilities. This plan will incorporate a multifaceted physical security program designed to address various safety concerns effectively.

Access control measures will be implemented to regulate who can enter the school premises, utilizing key card systems and visitor management protocols to track visitors and ensure that only authorized individuals can access the building. Surveillance camera monitoring will be crucial in deterring potential threats and providing real-time oversight of key areas, enabling swift responses to incidents. Intruder detection systems, such as alarms and motion sensors, will be installed to alert staff and law enforcement in case of unauthorized access, ensuring a rapid response to potential threats.

Additionally, considerations for a guard force with training from FASTER Colorado will be evaluated, determining the appropriate presence of security personnel during school hours to enhance safety, provide a quick response and deterrent against misconduct. Regular training and drills will be conducted to prepare staff and students for emergencies, ensuring that everyone knows how to respond effectively.

By adopting a proactive approach that integrates these strategies, the school can foster a secure environment conducive to learning while prioritizing the well-being of all members of the school community.

Transportation: The applicant considers the transportation needs of students and develops adequate plans to address those needs.

Applicant Section: I-Transportation, B, the District Budget Template

(From the Recommendation Narrative at the end of this section - There are not many details to the actual plan and there appears to be some inconsistency where they intend to use district transportation but that is not even mentioned in their section to discuss any potential transportation fees. Needs more detail of the actual plan and how that will work with the district providing transportation. In addition, while the district has every intention of providing

Partially Meets



transportation, it would be prudent for the applicant to have a solid backup plan documented to show preparedness. Lastly, details around bus drop off and pickup at the school location need to be addressed as traffic is a common issue. No transportation budget identified unless in the items purchased from the district which does not account for field trips/athletics.)

Response:

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 at no cost to ICA.

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.

The Elizabeth School District and ICA shall collaborate in developing a transportation plan to use school district equipment to transport students enrolled in the charter school to and from ICA and their homes and to and from ICA and any extracurricular activities. The transportation plan may include, but need not be limited to, development of bus routes and plans for sharing the use of school district equipment for the benefit of students enrolled in ICA and other schools in the district.

ICA plans to use the Frontier School building for our start up year 2025-2026. Designated areas at the ICA school site will be provided for buses and cars to safely load and unload students. The flow of traffic will be directed and regulated around the school. Buses will load and unload students on Dale Court, the street west of the school. Carpool and parent dropoff and pickup will happen on Banner Street on the front (east) side of the building, thus keeping car traffic away from the buses. Staff members will be assigned bus, carpool or crosswalk duty before and after school to supervise and assist students in safely loading and unloading buses and cars. Parent and community volunteers will also be utilized.

Next year, the transportation plan for busing would be similar to this year's district transportation plan but include ICA. In the morning, buses will pick up all bus riding district students, including ICA students, at designated bus stops in the district and transport them to the Middle School where they would make a transfer to another bus. That bus would drive students to Frontier and take the following route near the school to drop off. From S Elbert Street the bus would go east on E Walnut Street, then turn north on Dale Court where students would be dropped off. There is a stairway and a sidewalk for students to walk down to the school. After students are dropped off, buses would turn left on Spruce Street to depart, driving away from the school. This would keep bus traffic away from the school and parent drop off. After school, ICA students will load the buses outside the district offices on Dale Street, the same location they were dropped off in the morning. ICA students would ride the bus from Frontier to the High School, make a transfer to another bus, and then be transported to their home bus stop. All bus riding students are given a character ID tag they must keep on their backpack. One side is the transfer bus character and the other side is the home bus character. The characters stay the same all year.

On the front (east) side of Frontier School across Banner Street, there is a parking lot that parents can park in to drop off and pick up their children. There is also an indentation on Banner Street in front of the school for parents and carpool drivers to drop off and pick up kids. The plan is to keep the car and bus traffic separated and have staff assigned before and after school duty to ensure student safety.

ICA does not currently seek the authority to impose a transportation fee on enrolled students. ICA aims to provide equitable access to transportation through community-driven solutions, such as organizing carpooling forums and developing support plans for economically disadvantaged students.

ICA may consider imposing a transportation fee under the following circumstances: in order to sustain transportation services or for field trips and special events. Transportation fees will follow procedures such as conduct a needs assessment to determine if necessary; consult stakeholders to ensure transparency; receive board approval; develop a fee structure that is fair and reasonable; communicate payment procedures to families;



establish a financial assistance program; and regularly review and adjust the transportation fee policy. 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.

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 Service: The applicant considers the food service needs of students and develops adequate plans to address those needs.

Applicant Section: I-Food Service, B, the District Budget Template

(From the Recommendation Narrative at the end of this section - No clear contract recommendations as requested for food service purchase from the district. Waiver for outside food vendors may jeopardize lunch program funding so more details are needed.)

Partially Meets

Response:

The ICA board is currently evaluating multiple options regarding food service for students, and a final decision will be made during the incubation year. The first option is to implement the National School Lunch Program (NSLP) and work with the district to provide meals. If this option is chosen, both the revenue and expenses related to food services would be removed from the budget, and ICA would fully comply with the district's requirements for the program.

A second option under consideration is for ICA to adopt the NSLP but seek its own provider for the lunch program. Providers like Michaels of Denver, who are compliant with NSLP standards, are capable of delivering nutritious meals to students. In this scenario, ICA would apply for the NSLP, and both the revenue and expenses associated with the program would remain in the budget. It is clearly understood that if ICA decides to use an outside vendor for lunch distribution, that it must comply with the federal guidelines for accepting bids and using the rubric to determine if the vendor qualifies for the program.

Lastly, ICA may decide not to participate in the NSLP. In this case, the school would seek private donations or external support to ensure that any student who needs a lunch would receive one, free of charge.

The board remains flexible and is committed to ensuring students have access to meals, regardless of the decision. Should ICA choose to pursue the NSLP, they are open to working with the district for meal distribution.