

**Independence Classical Charter School  
Charter Application Revisions**

**Submitted October 4<sup>th</sup>, 2024**

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# SCHOOL CULTURE

*RUBRIC LANGUAGE: The application includes a coherent plan, including explicit structures and staffing, for establishing and maintaining the intended culture for students, teachers, administrators, and parents from the first day of school. The application addresses how it will introduce the culture to students who enter the school mid-year.*

## Integration Plan for New Students

*DISTRICT FEEDBACK: The plan for incorporating new students into the school culture was lacking.*

### 1. Pre-Arrival Communication

- Welcome Packet: Meet with student and family. Provide a personalized welcome packet including the school handbook, schedule, and information about the classical curriculum and culture.
- Buddy System: Pair new students with a "buddy" from their grade who can help them navigate the school and answer questions.

### 2. Tailored Orientation: Organize a special orientation session for latecomers. Include:

- Overview of the school's mission, values, and culture.
- Introduction to key faculty members.
- A tour of the school highlighting important locations (library, classrooms, art room, etc.).

### 3. Classroom Integration

- Classroom Introductions: Encourage teachers to facilitate an introductory session in each class where new students can share a bit about themselves.
- Classroom Buddy: Assign a classroom buddy to sit with the new student during lessons, helping them acclimate to classroom dynamics.

### 4. Academic Support

- Catch-Up Sessions: Provide targeted catch-up sessions with teachers or tutors to help new students understand core concepts and curriculum they may have missed.
- Resource Access: Ensure they have access to all necessary resources (textbooks, online materials) to support their learning.

### 5. Cultural Integration Activities

- Class Discussions: Incorporate discussions about the school's classical curriculum, such as key texts or historical periods, to engage new students.
- Cultural Events: Invite new students to participate in upcoming school events (e.g., recitals, debates, history fairs) to immerse them in the school culture.

## 6. Regular Check-Ins

- Weekly Check-Ins: Schedule regular check-ins with the new student and their buddy to address any challenges and celebrate their successes.
- Feedback Loop: Create an anonymous feedback mechanism for new students to share their experiences and suggestions for improvement.

## 7. Parent Involvement

- Welcome Coffee: Host a welcome coffee for parents of new students to meet faculty, learn about the school culture, and build a community.
- Regular Updates: Keep parents informed about their child's progress and opportunities for involvement.

## 8. End-of-Term Reflection

- Reflection Session: At the end of the term, hold a reflection session with new students to discuss their experiences, what they've learned, and how they feel about their integration into the school culture.

# Implementation Plan for School Culture

*DISTRICT FEEDBACK: The school culture plan was also not explicit.*

## 1. Define Core Values

- Identify Values: Collaborate with faculty, students, and parents to define a set of core values that reflect the school's mission and classical education principles.
- Review/Revise Vision Statement: A clear vision statement articulates how values shape the school culture.

## 2. Curriculum Integration

- Virtue Infused Curriculum
  - Literature that explores moral lessons in classical texts
  - Historical review that illustrates classical values
  - Philosophical discussions that focus on ethics and virtues
  - Character Education that focuses on literature, historical figures and scientific contributions that demonstrate character education, core values and ethics.
- Service-Learning Projects: Implement projects that allow students to apply character values in real-world contexts, such as community service initiatives.

## 3. Staff Training and Development

- Professional Training: Provide training for teachers on classical education and methods and how to effectively incorporate character education into their teaching.
- Mentorship Model: Encourage experienced faculty to mentor newer teachers on integrating virtues into lessons and classroom management.
- Ongoing Support: Establish regular meetings for teachers to discuss best practices and share experiences related to character education.

## 4. Daily Practices and Routines

- Morning Meetings: Start each day with a brief meeting focused on a specific core value. Use stories, discussions, or role-playing scenarios to explore its meaning.
- Positive Reinforcement: Implement a system to recognize and reward students who demonstrate core values, such as "Character Awards" or a "Virtues Wall" where students' positive actions are displayed.

## 5. Extracurricular Activities

- Character-Focused Clubs: Establish clubs or groups focused on character development, such as a "Kindness Club" or "Leadership Council," where students can engage in activities that promote the school's core values.
- Character Education Events: Organize events like guest speaker series, workshops, or seminars that highlight the importance of character in various fields.

- Classical Clubs: Establish clubs focused on the exploration of virtues, such as a “Philosophy Club” or a “Debate Society,” where students can engage in discussions that reinforce character development.

#### 6. Parent and Community Involvement

- Parent Workshops: Host workshops for parents on the principles of classical and character education, encouraging them to reinforce these values at home.
- Community Partnerships: Collaborate with local organizations to create programs that promote character development, such as mentorship programs or community service opportunities.

#### 7. Assessment and Feedback

- Regular Assessments: Develop tools (surveys, interviews) to assess the effectiveness of character education initiatives and gather feedback from students, parents, and staff.
- Reflection and Adaptation: Hold quarterly reflection sessions to review progress, share successes, and adapt strategies as needed.

#### 8. Celebration of Virtue

- Annual Virtue Festival: Organize an annual event celebrating classical virtues, featuring student presentations, performances, and recognition of those who exemplify these qualities.
- Spotlight Stories: Highlight stories of students and faculty who demonstrate classical virtues in school newsletters and on social media, reinforcing the importance of character in the school community.

#### 9. Celebration of Character

- Annual Character Day: Organize an annual event celebrating character education, featuring student presentations, performances, and awards recognizing exemplary behavior.
- Highlight Stories: Share stories of students and staff who exemplify core values in school newsletters, bulletins, or social media.

# SCHEDULE/CALENDAR

**RUBRIC LANGUAGE:** The application provides articulated and compelling descriptions of the typical daily experiences of a student and a teacher in grades served in year one. Descriptions demonstrate a well-thought-out school design that reflects the vision and will support intellectual and social development for all students. The applicant's calendar and schedule meet statutory requirements and align with the school's proposed priorities and descriptions of a typical day.

## Daily Schedule

**DISTRICT FEEDBACK:** The daily schedule was not explicit to student or staff experiences.

A typical school day for older students begins with morning assembly and includes a brief discussion of the day's themes, often drawing from history or literature. Classes start with a focus on classical subjects. Students dive into a lively discussion of ancient civilizations, sharing insights and debating historical events. Next, they transition to math, where they tackle challenging problems, reinforcing their arithmetic skills with engaging group activities. After a short break, they gather for a literature class, exploring a classic novel, analyzing characters, and discussing themes that resonate with today's world. Lunch is a time for camaraderie, with students sharing stories and playing games outside. The afternoon features science experiments, where they observe chemical reactions and record their findings. They also have time for the arts, working on a project that combines history and creativity, such as crafting Renaissance-inspired artwork.

A calendar view of a typical 4th grade schedule is shown below, broken into two calendars for staff and student experience.

**TYPICAL SCHOOL DAY AND WEEK SCHEDULE - TEACHER VIEW**

|               | MONDAY                                                     | TUESDAY                    | WEDNESDAY         | THURSDAY                                                     | FRIDAY                                    |
|---------------|------------------------------------------------------------|----------------------------|-------------------|--------------------------------------------------------------|-------------------------------------------|
| 8:00 - 8:30   | Daily Oral Language / Latin                                |                            |                   |                                                              |                                           |
| 8:30 - 9:00   | Phonics                                                    |                            |                   |                                                              |                                           |
| 9:00 - 10:00  | Reading Practice, Writing - Teacher's Aide (TA) assistance |                            |                   |                                                              |                                           |
| 10:00 - 10:15 | Recess                                                     |                            |                   |                                                              |                                           |
| 10:15 - 11:15 | Math                                                       |                            |                   |                                                              | Writing                                   |
| 11:15 - 12:15 | Science                                                    | Science with TA assistance |                   |                                                              | World/American<br>Civics<br>and Geography |
| 12:15 - 1:00  | LUNCH BREAK                                                |                            |                   |                                                              |                                           |
| 1:00 - 1:45   | Grade Level Meeting                                        |                            | Teacher Prep Time | Science Specialist Live Mentoring<br>(observe / be observed) |                                           |
| 1:45 - 2:00   | Recess                                                     |                            |                   | BREAK                                                        | Recess                                    |
| 2:00 - 3:00   | World/American Civics and Geography                        |                            |                   | Math Specialist Live Mentoring<br>(observe / be observed)    |                                           |
| 3:00 - 3:30   | Oversee Guest Reader reading Curricular Literature         |                            |                   |                                                              |                                           |
| 3:30 - 5:00   | Mentoring                                                  | Seminar                    | Conferences       | Mentoring                                                    | BREAK                                     |

**TYPICAL SCHOOL DAY AND WEEK SCHEDULE - STUDENT VIEW**

|               | MONDAY                      | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY                              |
|---------------|-----------------------------|---------|-----------|----------|-------------------------------------|
| 8:00 - 8:30   | Daily Oral Language / Latin |         |           |          |                                     |
| 8:30 - 9:00   | Phonics                     |         |           |          |                                     |
| 9:00 - 10:00  | Reading Practice, Writing   |         |           |          |                                     |
| 10:00 - 10:15 | Recess                      |         |           |          |                                     |
| 10:15 - 11:15 | Math                        |         |           |          | Writing                             |
| 11:15 - 12:15 | Science                     |         |           |          | World/American Civics and Geography |
| 12:15 - 1:00  | Lunch and Recess            |         |           |          |                                     |
| 1:00 - 1:45   | MUSIC                       | ART     | PE        | Science  |                                     |
| 1:45 - 2:00   | BREAK                       |         |           |          |                                     |

# School Calendar

*DISTRICT FEEDBACK: The school calendar did not evidence meeting statutory requirements.*

The calendar below is aligned with the Elizabeth School District calendar and meets statutory requirements. Colorado requires 160 days of instruction, and this calendar exceeds that expectation, reflecting 168 school days.

## Independence Classical Charter School School Year Calendar 2025-2026

| JULY     |    |    |    |    |    |    | AUGUST   |    |    |    |    |    |    | SEPTEMBER |    |    |    |    |    |    | OCTOBER  |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|-----------|----|----|----|----|----|----|----------|----|----|----|----|----|----|
| S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
|          |    | 1  | 2  | 3  | 4  | 5  |          |    |    |    |    | 1  | 2  |           | 1  | 2  | 3  | 4  | 5  | 6  |          |    |    | 1  | 2  | 3  | 4  |
| 6        | 7  | 8  | 9  | 10 | 11 | 12 | 3        | 4  | 5  | 6  | 7  | 8  | 9  | 7         | 8  | 9  | 10 | 11 | 12 | 13 | 5        | 6  | 7  | 8  | 9  | 10 | 11 |
| 13       | 14 | 15 | 16 | 17 | 18 | 19 | 10       | 11 | 12 | 13 | 14 | 15 | 16 | 14        | 15 | 16 | 17 | 18 | 19 | 20 | 12       | 13 | 14 | 15 | 16 | 17 | 18 |
| 20       | 21 | 22 | 23 | 24 | 25 | 26 | 17       | 18 | 19 | 20 | 21 | 22 | 23 | 21        | 22 | 23 | 24 | 25 | 26 | 27 | 19       | 20 | 21 | 22 | 23 | 24 | 25 |
| 27       | 28 | 29 | 30 | 31 |    |    | 24       | 25 | 26 | 27 | 28 | 29 | 30 | 28        | 29 | 30 |    |    |    |    | 26       | 27 | 28 | 29 | 30 | 31 |    |
|          |    |    |    |    |    |    | 31       |    |    |    |    |    |    |           |    |    |    |    |    |    |          |    |    |    |    |    |    |
| NOVEMBER |    |    |    |    |    |    | DECEMBER |    |    |    |    |    |    | JANUARY   |    |    |    |    |    |    | FEBRUARY |    |    |    |    |    |    |
| S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
|          |    |    |    |    |    | 1  |          | 1  | 2  | 3  | 4  | 5  | 6  |           | 1  | 2  | 3  | 4  | 5  | 6  | 1        | 2  | 3  | 4  | 5  | 6  | 7  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  | 7        | 8  | 9  | 10 | 11 | 12 | 13 | 4         | 5  | 6  | 7  | 8  | 9  | 10 | 8        | 9  | 10 | 11 | 12 | 13 | 14 |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 | 14       | 15 | 16 | 17 | 18 | 19 | 20 | 11        | 12 | 13 | 14 | 15 | 16 | 17 | 15       | 16 | 17 | 18 | 19 | 20 | 21 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 | 21       | 22 | 23 | 24 | 25 | 26 | 27 | 18        | 19 | 20 | 21 | 22 | 23 | 24 | 22       | 23 | 24 | 25 | 26 | 27 | 28 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 | 28       | 29 | 30 | 31 |    |    |    | 25        | 26 | 27 | 28 | 29 | 30 | 31 |          |    |    |    |    |    |    |
| 30       |    |    |    |    |    |    |          |    |    |    |    |    |    |           |    |    |    |    |    |    |          |    |    |    |    |    |    |
| MARCH    |    |    |    |    |    |    | APRIL    |    |    |    |    |    |    | MAY       |    |    |    |    |    |    | JUNE     |    |    |    |    |    |    |
| S        | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  | S         | M  | T  | W  | T  | F  | S  | S        | M  | T  | W  | T  | F  | S  |
| 1        | 2  | 3  | 4  | 5  | 6  | 7  |          |    |    | 1  | 2  | 3  | 4  |           |    |    |    |    | 1  | 2  |          | 1  | 2  | 3  | 4  | 5  | 6  |
| 8        | 9  | 10 | 11 | 12 | 13 | 14 | 5        | 6  | 7  | 8  | 9  | 10 | 11 | 3         | 4  | 5  | 6  | 7  | 8  | 9  | 7        | 8  | 9  | 10 | 11 | 12 | 13 |
| 15       | 16 | 17 | 18 | 19 | 20 | 21 | 12       | 13 | 14 | 15 | 16 | 17 | 18 | 10        | 11 | 12 | 13 | 14 | 15 | 16 | 14       | 15 | 16 | 17 | 18 | 19 | 20 |
| 22       | 23 | 24 | 25 | 26 | 27 | 28 | 19       | 20 | 21 | 22 | 23 | 24 | 25 | 17        | 18 | 19 | 20 | 21 | 22 | 23 | 21       | 22 | 23 | 24 | 25 | 26 | 27 |
| 29       | 30 | 31 |    |    |    |    | 26       | 27 | 28 | 29 | 30 |    |    | 24        | 25 | 26 | 27 | 28 | 29 | 30 | 28       | 29 | 30 |    |    |    |    |
|          |    |    |    |    |    |    |          |    |    |    |    |    |    | 31        |    |    |    |    |    |    |          |    |    |    |    |    |    |

Holiday/Break  
First and Last Day of School  
Staff Preparation Days



Non-School Days  
Instructional Days  
Staff Development / Students Off



In addition to the school calendar above, below are two charts that outline the instructional hours and minutes that are required by the state of Colorado, and what ICCS will provide. A school day at ICCS will be 7.5 hours with varying degrees of break from instruction for recess and mealtime. The overall weekly schedule shows 6.25 hours of instruction each day. The chart below breaks up an average student's experience with each subject matter, showing that even with recess, lunch, and transition times removed, instructional hours are also in excess of the state-required expectations.

| <b>Colorado State Requirements</b> |                                |                                  |
|------------------------------------|--------------------------------|----------------------------------|
| <b>GRADE</b>                       | <b>Required Hours Per Year</b> | <b>Recommended Hours Per Day</b> |
| K                                  | 968                            | 5.5                              |
| 1st-5th                            | 968                            | 5.5                              |
| 6th-12th                           | 1056                           | 6                                |

| <b>Independence Classical Charter School</b> |                                                   |                                                 |                              |
|----------------------------------------------|---------------------------------------------------|-------------------------------------------------|------------------------------|
|                                              | <b>Average Student Weekly Minutes Per Subject</b> | <b>Average Student Weekly Hours Per Subject</b> | <b>Average Hours Per Day</b> |
| ELA                                          | 810                                               | 13.5                                            |                              |
| Math                                         | 360                                               | 6                                               |                              |
| Science                                      | 300                                               | 5                                               |                              |
| Social Studies                               | 240                                               | 4                                               |                              |
| Electives                                    | 135                                               | 2.25                                            |                              |
| <b>TOTAL</b>                                 | <b>1845</b>                                       | <b>30.75</b>                                    | <b>6.15</b>                  |

# STUDENT SERVICES

**RUBRIC LANGUAGE:** The applicant has strategies, staffing, and resources in place to operate a comprehensive Multi-Tiered System of Support of child study process that includes a data driven pre-referral prevention-based framework process. The applicant describes a student services support program that is aligned with the school's mission and vision and is designed to support students in all special population categories, including those students who may be eligible for support in multiple areas. 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 who have been historically underserved. 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. 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 Multilingual Learners. 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 who are performing below grade level. 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 mental health needs. The applicant describes health staffing, processes and policies for record keeping, screenings, medication administration, staffing, and student illnesses.

## MTSS

**DISTRICT FEEDBACK:** *No clear connection between the MTSS/RTI process that is required prior to an evaluation.*

**DISTRICT FEEDBACK:** *The Tiers within the MTSS/RTI are described, but there is no specificity in how these students will be provided with support.*

The team will utilize specific, research-based interventions implemented in the classroom and/or building, set goals and timelines for the intervention, and schedule a follow up meeting date. These intervention plans are developed by all instructional staff involved including parents, Intervention Specialists, Teachers, Administrators, Title I staff and other support staff. These interventions will be monitored and evaluated for effectiveness during an agreed upon time frame with an agreed upon frequency, which will depend on the individual student and the interventions being made. During this time period, the team will implement and progress monitor the chosen interventions.

During the follow up meeting, the team will review data and determine the effectiveness of the intervention. Interventions, Observations, Progress Monitoring and Evaluation are recorded and documented by all instructional staff involved, including parents when appropriate. If the interventions are successful and lead to expected outcomes and goals, the intervention will continue until the student is able to perform proficiency. For interventions that are determined to be ineffective for “at risk” students, intervention strategies and intensity increases through a succession of three trials if necessary, or until the team moves to the next tier, where the process will be repeated. If at the end of the successive interventions of the MTSS process, progress is not made and effectiveness has not been determined, a student may be referred for evaluation for Special Education.

There are three levels of interventions, inclusive of timelines and intensities, as outlined below:

### **Three-Tier Model of the Multi-Tiered System of Supports Model**

#### Tier 1

- Most Important Level
- Includes All Students
- Scientifically-Based Curriculum with High Quality Instruction
- Differentiated Instruction
- Universal Behavior Management System
- Universal Screenings: Formative and summative assessments

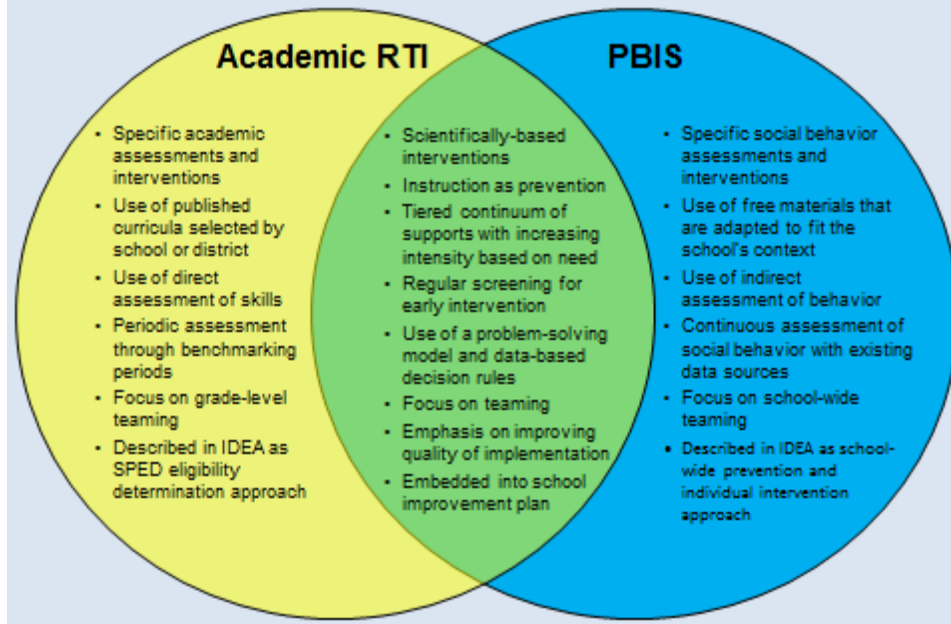
#### Tier 2

- Small group instruction
- Differentiated and/or leveled grouped instruction inside or outside of the classroom
- Target a specific skill to improve
- Small group size
- Frequency: 2 to 3 times per week
- Duration: At least 6 weeks
- Monitor progress at least weekly
- Parents may be invited and will be notified via a phone call or letter
- Developed programs

#### Tier 3

- Intensive, Smaller group instruction
- Differentiated and/or leveled grouped instruction inside or outside of the classroom
- Target a specific skill to improve
- Smaller group size: no more than 3
- Frequency: 4 to 5 times per week
- Duration: At least 8 weeks
- Monitor progress at least two times per week
- Parents will be invited and should be involved

## Features of MTSS (McIntosh & Goodman, in press)



Students in grades K-3 found “Not on Track” on a reading diagnostic assessment will be placed on a plan within 60 days. The School notifies and involves the student’s parent or guardian and the classroom teaching in the development of the plan. The plan includes:

- Identification of the student’s specific reading deficiency,
- A description of proposed supplemental instruction services that will target the student’s identified reading deficiencies, as appropriate for grade level (phonemic awareness, phonics, comprehension, fluency, vocabulary),
- Opportunities for the student’s instructional services in reading deficiency area,
- A small-group reading curriculum during regular school hours that assists students to read at grade level and provides for reliable tests and ongoing analysis of each student’s reading progress, and

## FRL / Homeless Data

*DISTRICT FEEDBACK: More specificity is needed in some areas of special populations groups. Concerns about what is described in how FRL and homeless students are tracked and monitored, as this is highly confidential information.*

FRL and Homeless students will be tracked through the SIS system. Access to sensitive information will be limited to only administrative personnel. The monitoring will be sufficient to ensure compliance with McKinney-Vento program requirements. [§722 (g) (2) (A) and (B)].

The McKinney-Vento Homeless Assistance Act emphasizes the confidentiality of information regarding homeless students to protect their privacy and encourage enrollment in schools. ICCS will maintain confidentiality using these parameters:

1. **Limited Disclosure:** Schools and districts are instructed to limit the sharing of personal information about homeless students to only those who need to know, such as specific school staff involved in providing support services.
2. **Data Protection Policies:** Schools must have policies in place to ensure that data related to homeless students is securely stored and protected from unauthorized access.
3. **Parental and Student Rights:** Parents and guardians, as well as students, have rights regarding the access and sharing of their information, and they must be informed about these rights.
4. **Training and Awareness:** School personnel are often trained on the importance of confidentiality and the legal requirements under McKinney-Vento to ensure that sensitive information is handled appropriately.
5. **Anonymity in Reporting:** When data is collected for reporting purposes, efforts are made to anonymize information to prevent identification of individual students.

These measures help ensure that these students can access educational resources without fear of stigma or repercussions.

## SPED Programs

*DISTRICT FEEDBACK: Many programs are mentioned. It is unclear as to why these programs were chosen and whether they will all be utilized.*

The original application calls out “Programs and Practices” for Special Education Instruction. These references included the following:

- Working with coordinators, specialists, interventionists, and paraprofessionals.
- Oral testing, extended time, alternative formats, human readers and scribes.
- Pullout for speech and language, mental health, occupational therapy and interventionists.

These programs were chosen to allow students to better access the curriculum and reach their learning goals, and they will be utilized when and if an IEP or 504 plan requires them to be used.

## 504 and IEP Delivery

*DISTRICT FEEDBACK: There seems to be some misunderstanding about who delivers services to special education students and how 504 students are supported and by whom. 504s are general education and IEPs are special education. 504s and IEPs should be discussed separately to provide clarity.*

ICCS is aware that students eligible for a 504 are different than those eligible for an IEP, and that the services, and how they are delivered, vary as well. However, in the content of general education, and as presented in the application, students who are at-risk, gifted, disadvantaged, or those who have an IEP or a 504 all receive intervention, to an extent, outside of the general population. ICCS refers to all these students as “exceptional” so that it is made clear that their

educational experience may need to look different than those in the general education population.

While 504s and IEPs are legally different documents, ICCS holds fast that looping students with 504s into part of the same process as students with IEPs does not provide a disservice to either student. Instead, it provides the opportunity for any exceptional student to receive the services they need and require in order to access the curriculum.

Within the original application, there are separate sections for Serving Students with IEPs (on page 22) and Serving Students with 504s (on page 25). To further clarify the difference between IEPs and 504s, and their execution, please refer to this chart that will help ICCS staff as they navigate services for these students:

| TOPICS                        | IEP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 504                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What is the plan?             | A formal plan detailing <u>SPED services and supports</u> a school will provide to meet the needs of a student with a disability, including specially designed instruction.                                                                                                                                                                                                                                                                                                                                                                                         | A formal plan that details how a school will <u>remove barriers</u> so a student with a disability can learn alongside their peers. Does NOT include specially designed instruction.                                                                                                                                                                                                                                                                                                                            |
| What is included in the plan? | An IEP is a <u>written</u> plan that includes: <ul style="list-style-type: none"> <li>• Specially designed instruction and related services.</li> <li>• Who will provide services, for how many minutes, and where.</li> <li>• <u>Accommodations</u> or changes to the learning environment.</li> <li>• <u>Modifications</u> or changes to what the student is expected to learn or know.</li> <li>• Any assistive technology or tools the school will provide.</li> <li>• How the student will be included in general education classes and activities.</li> </ul> | A 504 does <u>not</u> need to be written, and includes: <ul style="list-style-type: none"> <li>• <u>Accommodations</u> or changes to the learning environment.</li> <li>• Any assistive technology or tools the school will provide.</li> <li>• Who will ensure the plan is put into action.</li> </ul> It CAN also include: <ul style="list-style-type: none"> <li>• <u>Modifications</u> or changes to what the student is expected to learn or know.</li> <li>• Services the school will provide.</li> </ul> |
| How is progress tracked?      | An IEP <u>must</u> include: <ul style="list-style-type: none"> <li>• Present level of performance</li> <li>• Annual, measurable goals</li> <li>• How often student progress will be tracked</li> </ul>                                                                                                                                                                                                                                                                                                                                                              | 504 plans are not required to include goals or track progress.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Who can get a plan?           | A student who meets the requirements for one or more of the 13 disability categories listed in IDEA, that has an adverse impact on school performance, and in which specialized instruction would make progress.                                                                                                                                                                                                                                                                                                                                                    | A student with a disability that impacts one or more major life activities.                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Who                           | An IEP team <u>must</u> include:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | A 504 plan does not have rules for                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

|                                           |                                                                                                                                                                                                                       |                                                                                                                                                         |
|-------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| creates the plan?                         | <ul style="list-style-type: none"> <li>• Parent/guardian</li> <li>• General education teacher</li> <li>• Special education teacher</li> <li>• Psychologist or counselor</li> <li>• District representative</li> </ul> | team members, but teams typically include: <ul style="list-style-type: none"> <li>• Parent/guardian</li> <li>• Teachers</li> <li>• Principal</li> </ul> |
| When is parental consent required?        | A parent/guardian must consent in writing to an evaluation and give written consent before services are provided.                                                                                                     | A parent/guardian must consent before an evaluation.                                                                                                    |
| How often is the plan reviewed?           | The IEP team <u>must</u> review the plan yearly, and reevaluate every three years to see if the IEP is still needed.                                                                                                  | The 504 plan is generally reviewed each year and a reevaluation is done every three years or as needed.                                                 |
| When are families notified about changes? | The school <u>must</u> tell the family in writing before changes are made.                                                                                                                                            | The school has to tell the family before a “significant change”.                                                                                        |

## SIOP

*DISTRICT FEEDBACK: Additional information regarding how teachers will provide appropriate instructional support for multilingual learners through the use of SIOP (Sheltered Instruction Observation Protocol).*

ICCS will develop a plan to support the instruction of multilingual learners (MLs) using appropriate resources such as the [2023 Guidebook for Designing, Delivering and Evaluating Instruction and Service for Multilingual Learners](#), as well as the [Colorado Department of Education \(CDE\) Multilingual Learner Processing Guide](#), [Multilingual Learners Identified with or Suspected of Having Educational Disabilities: Enrollment Scenarios](#) and the [Multilingual Learners Webinar Series](#) available from the CDE. Teachers will also utilize the Sheltered Instruction Observation Protocol in the following ways to ensure that MLs have appropriate access to the curriculum:

- Lesson Preparation: Clearly defined content and language objectives, selection of appropriate materials, and consideration of students' backgrounds.
- Building Background: Activating prior knowledge and connecting new concepts to students' experiences, along with explicit vocabulary instruction.
- Comprehensible Input: Use of clear, structured language and various supports (like visuals and gestures) to ensure students understand the material.
- Interaction: Encouraging collaboration and interaction among students, fostering language practice through group work and discussions.
- Practice and Application: Engaging students in hands-on activities and tasks that allow them to apply their learning in meaningful contexts.

- **Assessment:** Ongoing assessments to monitor student progress and inform instruction, along with reflective practices to enhance teaching effectiveness.

## Mental Health

*DISTRICT FEEDBACK: Clarity is needed on who will be providing mental health support to students (general education students vs. special education students).*

Student mental health has become even more important in a post pandemic world. In the initial years of the charter when enrollment numbers are lower, ICCS will contract with mental health organizations to provide support to our families. Students with accommodations written into their IEP's will receive services through these organizations as appropriate. In the event this is not adequate, ICCS will work closely with the district to potentially contract services for the student(s) from the district. ICCS will partner with local organizations, the district, and families to provide wraparound mental health services. When enrollment reaches adequate levels, ICCS will evaluate the appropriate mental health services that can be brought in-house in the form of a school counselor, social worker, or psychologist if needed. ICCS will contract with a school psychologist to provide support to special education students as needed.

## Health Office

*DISTRICT FEEDBACK: Health staffing, processes and policies for record keeping, screenings, medication administration, staffing, and student illnesses were not discussed in this section.*

- **Health Staffing:** ICCS will hire and retain qualified health professionals, such as school nurses, to oversee student health needs and ensure compliance with health regulations.
- **Record Keeping:** ICCS will maintain accurate and confidential health records for each student, including immunization records, medication administration logs, and documentation of any health screenings.
- **Screenings:** ICCS will implement regular health screenings (vision, hearing, etc.), and protocols will be followed for identifying and addressing any health issues.
- **Medication Administration:** ICCS will follow strict guidelines for administering medications at school, including obtaining parental consent and ensuring that medications are stored securely.
- **Staffing:** ICCS will provide training for staff on health-related issues, such as recognizing signs of illness and emergency response protocols, to ensure a safe environment for all.
- **Student Illnesses:** ICCS will work with the governing board and district to outline procedures for managing student illnesses, including when to send a student home and how to communicate with parents about health issues.

# BUDGET

*RUBRIC LANGUAGE: The applicant's budget is balanced each year. • Positive Net Income each year • Satisfaction of TABOR and SPED Reserves each year • Positive ending unassigned fund balance each year. 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. • 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.*

## TABOR / SPED

*DISTRICT FEEDBACK: TABOR/Sped Reserves not broken out on budget (please clarify where it is included)*  
TABOR/SPED Reserved are found in the "Other" section of the budget, 4<sup>th</sup> line item from the category header on the revised budget included on the following page.

## First Year Balance

*DISTRICT FEEDBACK: First year has a negative ending balance*

Adjustments were made to ensure a positive ending balance beginning in year one on the revised budget included on the following page.

## Growth Projections

*DISTRICT FEEDBACK: Growth projected over 3%*

The original budget provided assumed a yearly growth rate of 5%. The revised budget included on the following page assumes a yearly growth rate of 3%.

## Salaries and Benefits

*DISTRICT FEEDBACK: Salaries and benefits not broken out on the budget*

Employee salaries and benefits are broken into two separate categories on the revised budget included on the following page.

## Financial Software / SIS

*DISTRICT FEEDBACK: Provide clarification on where financial software and SIS are budgeted for if needed.*

The financial software system costs are included in the "Purchased and Professional Technical Services" category under "Management Fees". It is annotated that the 15% of total revenue includes financial system costs on the revised budget included on the following page.



(INSERT BUDGET INTO PDF HERE)

# GOVERNANCE

*RUBRIC LANGUAGE: 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. 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). 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.*

## School Accountability Committee

*DISTRICT FEEDBACK: The applicant has not outlined the role of the School Accountability Committee as required by Colorado Statute.*

The Governing Board of Independence Classical Charter School (ICCS) shall work in partnership with the Head of School in order to create a School Accountability Committee (SAC). The SAC will report to the Head of School and make recommendations to the principal, School Board and the District Accountability Committee regarding budget, progress monitoring implementation of the unified improvement plan (UIP), implementing the parent engagement policy, committee recruitment, and engagement in READ plans, Individual Career and Academic Plans (ICAP), and plans to addressing truancy. The SAC will be created in accordance with the Colorado Department of Education's Accountability Committee Timeline and oversee the following activities:

May – July

- Nominate a new chair, determine the schedule, and recruit for new membership, including direct invitations, advertisements, and leveraging personal networks.
- Develop new member onboarding plan (e.g., mentorship, resource review, Q&A sessions).
- Review bylaws and operating procedures to determine if any adjustments should be made.
- Discuss the final budget for the upcoming year.
- Review and provide feedback on the Unified Improvement Plan (UIP) for the upcoming school year using the quality criteria. This may include collaborating on data review to identify trends or using trends to prioritize performance challenges.

August – October

- Determine the schedule and areas of focus for the upcoming year and revisit committee resources, communication plan, and training materials.
- Implement onboarding plan for new members
- Elect the chair (and officers, if applicable).
- Recruit additional members if the committee does not have a representative population.
- Review the SPF and DPF, results of state and local assessments, and non-assessment data (e.g., survey, engagement data).

- Review and provide feedback on the UIP before it is submitted October 15 using the quality criteria. Committees may focus on verifying challenges using benchmark data or the SPF, providing feedback or context on the root cause analysis, or reflecting on the contextual fit of the identified strategies.
- If the school is implementing a performance plan, the school may have biennial submission flexibility. If so, the accountability committee should review year 2 implementation of UIP.
- For schools directed to implement a Priority Improvement and Turnaround plan—publicize the SAC’s public meeting to discuss the UIP.
- Review the district’s parent engagement policy and brainstorm activities to support implementation.

#### November – January

- Review progress implementing the UIP and discuss any mid-course adjustments that should be made based on progress monitoring of adult and student interim data.
- Continue to support implementation of the parent engagement policy.
- If applicable, assist the school in increasing engagement in creating students’ READ plans.
- If applicable, review truancy data and provide feedback to address habitual truancy.
- Review current year budget and discuss implications/plans for the upcoming school year.

#### February – April

- Review progress implementing the UIP and discuss any mid-course adjustments that should be made based on progress monitoring of adult and student interim data.
- Review results of survey and non-assessment data (e.g., TLCC Survey, Healthy Kids Colorado) or the results of any diagnostic reviews.
- If applicable, assist the school in increasing parent engagement with ICAP.

## Public Records / FERPA

*DISTRICT FEEDBACK: The applicant has not covered Public Records Act or FERPA but was not marked down as those are not necessarily covered well in this section.*

### Data Protection

Independence Classical Charter School recognizes the need to protect the confidentiality of personally identifiable information in children's education records. Independence Classical Charter School is prepared to ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Parents/guardians of students eligible for Exceptional Student Education services have the right to protect the confidentiality of any personally identifiable information collected, used, or maintained.

Independence Classical Charter School will follow federal and state provisions, including the following:

- The Family Educational and Privacy Rights Act (FERPA), 20 USC § 1232g and 34 CFR Part 99 (regarding student educational records).
- The Colorado Student Data Transparency and Security Act (HB-16-1423; C.R.S22-16-101 et seq)
- The Individuals with Disabilities Education Act (IDEA), 20 U.S.C. § 1400 et. seq. and 34 CFR Part 300 (protecting the confidentiality of personally identifying information contained in student records of students with disabilities).

### **Student Data Maintenance of Records / Safeguards**

Independence Classical Charter School will notify the parent/guardians to be fully informed of the policies and procedures to maintain the confidentiality of personally identifiable information at the collection, storage, disclosure, and destruction stages. The Exceptional Student Education Administrator will ensure that the education records, confidentiality rules, and education records policy for eligible children are administered and enforced. The Exceptional Student Education Administrator will ensure that all the Independence Classical Charter School faculty and subcontracted agency employees who collect or use personally identifiable information receive in-service training regarding implementing this policy. In-service will consist of providing, at the least, a yearly presentation of the information to staff and subcontractors.

For public inspection, Independence Classical Charter School will maintain a current listing of the names and positions of employees within the agency who may have access to personally identifiable information.

### **Records Access**

Independence Classical Charter School will permit parents of students eligible for Exceptional Student Education to inspect and review, during school business hours, any educational records relating to the student collected, maintained, or used by the district or other public agency under this chapter. Independence Classical Charter School will promptly comply with a request before any meeting regarding an individualized education program or hearing or resolution session relating to the identification, evaluation, educational placement of the student, or provision of FAPE to the student, including disciplinary proceedings.

Independence Classical Charter School will presume that a parent has authority to inspect and review records relating to their student unless the school district or other public agency has been advised that the parent does not have the authority under applicable state law governing such matters as guardianship, separation, and divorce.

### **Record of Access**

The Independence Classical Charter School will keep a record of parties obtaining access to educational records collected, maintained, or used under this chapter, including the party's name, the date access was given, and the purpose for which the party is authorized to use the

records. The agency is not required to keep a record of parents' access and authorized employees with a legitimate educational interest in the records.

## **Destruction of Information**

Independence Classical Charter School will operate per FERPA and its regulations. Student information will be destroyed at the request of the parents/guardians when the information is no longer needed at Independence Classical Charter School to provide educational services to the child. However, a permanent record of a child's name, address and telephone number, grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

## **HOS Recruitment**

*DISTRICT FEEDBACK: The applicant did not describe the recruitment process for a Head of School in their application.*

ICCS will advertise for a School Leader Positions on widely used education-focused job boards including Teachaway, Colorado.gov, Education Week, SchoolSpring, Teacher-Teachers, LinkedIn, Indeed, and Handshake. One-to-one and event strategies will also be used for recruitment. A thorough interview process will be conducted with multiple stages to identify top candidates. Once top candidates are identified, comprehensive reference checks will be completed to include recent supervisors. In order to ensure the best quality of educators, recruitment efforts will focus on candidates that embody the core classical values of the school, participate in continuous, research-based professional development to hone their craft, demonstrate a passion for personal improvement, are willing to be held accountable for student learning, and who will effectively and regularly communicate with parents, other teachers, and the school leadership.

## **HOS Evaluation**

*DISTRICT FEEDBACK: While the responsibilities of the Head of School were clearly outlined, an evaluation plan was not described.*

The ICCS Governing Board will evaluate the Head of School using performance standards that include leadership, communication and instructional management, in accordance with the Colorado Principal Quality Standards, the Educator Effectiveness Law, and in alignment with ESD evaluation procedures. Evaluations are conducted annually and will include formal and informal observations, staff/parent/student feedback, and data analysis of student performance data and school culture surveys.

# OPERATIONS

*RUBRIC LANGUAGE: The applicant provides a reasonable plan for collecting, maintaining, and reporting on student and staff level data. 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.*

## Data Collection and Compliance

*DISTRICT FEEDBACK: Student Data: While the AMP data system includes Infinite Campus, a system used by ESD, further clarification is needed on how they would ensure that their data is provided to the district to ensure compliance with state reporting.*

The Accel Schools team has experts in state reporting on staff. These team members will work closely with the district to ensure data can either be pulled from our Infinite Campus or is in the appropriate file to be uploaded into the district's Infinite campus. Data on all ICCS students will be collected and submitted to the district in a timely manner to meet any CDE state reporting deadlines and compliance requirements.

## Safety

*DISTRICT FEEDBACK: Safety: 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.*

Independence Classical Charter School (ICCS) will work in conjunction with Elizabeth School District (ESD) to ensure that the safety and security of students, staff and facilities remains a top priority. The Colorado School Safety Requirements from the Safe Schools Act (CRS 22.32.209.1) & CSSRC Recommendations resource document (attached) will be utilized to develop and implement necessary procedures regarding physical security on campus to include access control, surveillance camera monitoring, intruder detection and consideration for a guard force. These items will be executed with the involvement of ESD, the school governing board, and the Head of School.

- ICCS will consult the [Access Control document](#) available from the National Clearinghouse for Educational Facilities regarding the implementation of safety protocols and procedures with regard to Access Control.
- Video surveillance and intruder alert technology on school campuses is a critical and encouraged component of campus security. When selecting the locations for security cameras on school campuses, ICCS will consult the [School Security Technology document](#) available from the National Clearinghouse for Educational Facilities and regarding implementation and will be cognizant and respectful of student's privacy rights.
- Guard force utilization will be considered if campus safety warrants its use after the implementation of the above measures.

## Transportation

*DISTRICT FEEDBACK: Transportation: Needs more details of the actual plan and how that will work with the district providing transportation. In addition, while the district has every intention of providing 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.*

ICCS will have a backup transportation plan that would include contracting from a bus company or another district if possible. Field trip transportation would occur through a contract with the district, bussing company, or neighboring district if available.

When designing the school, the architect will consider the safest way to move buses and car-line families in and out of the school. This may require having a longer driveway onto the school property or separate lanes for buses and cars. In addition, the architect and school will work with the county to determine if a stop light needs to be installed at the school entrance.

## Facilities

*DISTRICT FEEDBACK: Facilities: The applicant plans to build on the district's existing land. The applicant does plan to utilize existing district space which was discussed in advance.*

The school will work closely with the district to lease space from the district in the event the facility is not completed by the beginning of the school year. Out of respect for the existing school, ICCS would develop a plan with the district to utilize any available classroom space while creating the least amount of disruption to the Elizabeth District school. If space was not available in the existing schools, ICCS would consider co-locating with another school through modular classrooms. All plans would be contingent on mutual agreement with the district.