

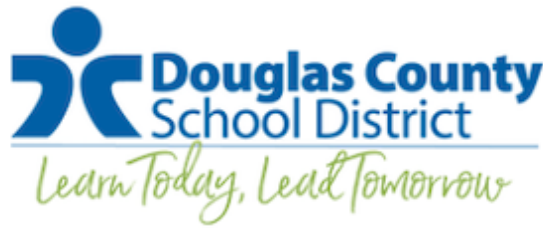
DCSD New Charter Application

Douglas County School District - Choice Programming

Created:10/31/2023 07:13 PM

Updated:04/02/2025 07:59 AM

General Settings



Initiation Method:	Applicant
Submitter Entity Type:	User
Portfolio Entity Type:	-
Review Period:	90 days
Review Deadline Starts From:	Submission Deadline
Heading Help Line:	-
Primary Numbering Method:	Arabic Numerals
Secondary Numbering Method:	Uppercase Alphabet
Abandonment Period:	180
Use Only Workweek Dates:	No
Submission Window:	No
Allow Collaboration:	Yes
Transparent Review:	Yes
Scoring Enabled:	No
Multiple Reviewers:	Yes
Show Applicant Reviewer Information:	No
Skip Review Confirmation:	No
Sequential Steps Required:	No
Submission Message:	Thank you for your charter school application to the Douglas County School District. By clicking submit, you are certifying that all information is accurate to the best of your knowledge, and that you have received permission to submit this application from a Board of Directors for this school. The Choice Programming Office of Douglas County Schools will

DCSD New Charter Application

conduct a thorough review of this application based on the rubrics posted on our website with a full Charter Application Review Team (CART). If there is a need for more information, someone from the Choice Programming Office will contact the main contact listed in this application. All dates for interviews, public hearings, and Board of Education decisions are listed on the DCSD Choice Programming website.

Workshop Required: No

Application Elements

1. APPLICATION MATERIALS AND INSTRUCTIONS

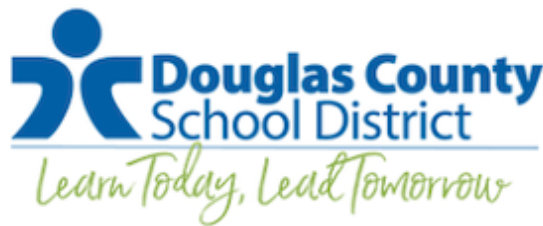
A) INTRODUCTION

Reviewer Instructions

This application element is not evaluated.



Introduction - Applicant Instructions



This Charter School Application and Evaluation Standards are the result of a collaborative effort that was led by the Colorado Association of Charter School Authorizers (CACSA). This document incorporates extensive feedback from district authorizers, the Colorado Charter School Institute (CSI), the Colorado Department of Education (CDE) Schools of Choice Unit, and the Colorado League of Charter Schools (CLCS). It is intended as a resource for Colorado charter school authorizers who desire to have a charter school application and evaluation standards that is aligned to statute and reflects best practice.

The charter application and accompanying evaluation standards that are used by an authorizer articulate local priorities and decisions about how to support a variety of charter applicants. Colorado districts make decisions in crafting their material that reflect trade-offs. CACSA intends this resource to help authorizers create a rigorous charter review process that is based on the merits of each applicant and that articulate what the authorizer expects of charter applicants. These tools are also designed to make it feasible for charter founders from varying backgrounds to propose the school they want in their community or that they hope to operate.

Application materials that are too detailed can limit the ability of schools to innovate or make it difficult for groups that have not already operated successful charter schools to succeed. They can also coach applicants to write an application that appears strong on paper, but that is not supported by deep knowledge or capacity to implement the plan that was written merely to respond to a highly detailed application or evaluation standards. Application packages that are too sparse provide too little information to allow authorizers to make accurate judgements regarding an applicants' likelihood of success, which can produce unduly-political processes that do not focus on the merits of a proposal. Colorado authorizers are encouraged to work with CACSA and their peers in other districts to develop a final set of materials that support rigorous authorizing practices and that reflect local priorities.

A Note on CCSP Grant Applications and the CCSP Grant Appendix

The authorizer and applicant should identify whether the applicant is proposing to apply for a Colorado Charter School Program (CCSP) grant, ensuring that charter eligibility requirements and CCSP program requirements are included within the charter school application to the extent practicable. If the CCSP requirements are not aligned to the charter application, a school that is approved by its authorizer may discover that it is not eligible for CCSP funding. This can lead to budget challenges, delays in funding, or require the school and the authorizer to amend the charter contract. Aligning the CCSP grant and charter school applications can reduce these risks. Including specified CCSP grant criteria in the charter application may assist with the alignment of the charter and grant applications and potentially avoid delays caused by misalignment. Districts may decide not to include such information, but is helpful to ensure the charter applicant is aware of details in their plan that can affect their eligibility for CCSP funding or their ability to compete for such funds.

Authorizers and applicants should understand that including CCSP grant criteria in the charter application does not guarantee grant eligibility or grant funding, nor should grant awards be an indication of a complete and viable charter application. The applicant should also contact CDE's School of Choice Unit for additional information regarding the CCSP grant. See the Appendix and the links throughout this document for more information.

Advice from the Colorado League of Charter Schools (CLCS)

Recommendations from the CLCS are included in the text. CACSA recommends that applicants work with CLCS and follow CLCS recommendations as they prepare their application.

Acknowledgements

The creation of this document was supported by the work of many authorizers and the expertise of our partner organizations. CACSA is particularly indebted to the leadership of Tom Weston, and the contributions of Russel Coomes, Janet Dinnen, Andy Franko, Bill Kottenstette, Terry Croy Lewis, Tim Matlick, Peg McMillen, Tom McMillen, Alex Medler, Denise Mund, Ruth Smith, Lori Ventimiglia, and Kathy Zlomke.

 Evaluation Rubric

B) NEW CHARTER SCHOOL APPLICATION AND EVALUATION STANDARDS

Reviewer Instructions

This application element is not evaluated.

 New Standards

Applicant Eligibility

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

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

Application Timeline

Summary of the New School Application Process Components	Date/Deadline
Letter of Intent Due	1/15
Application Range	2/1 - 4/1
Public Hearing #1	4/23/24
Applicant Present to District Board/ Public Hearing #2	5/28/24 OR 6/18/24 TBD
Applicant Capacity Interview with Review Team	4/23/24 and 4/24/24 if needed
Board Action	5/28/24 OR 6/18/24 TBD

Contacts

The following table includes a list of contacts that may be helpful during the application process.

<u>Name</u>	<u>Organization</u>	<u>Role</u>
Gordon Mosher, Kristin Schmidt	DCSD	Director of Choice Programming, Coordinator of Choice Programming
Jen Savino	Colorado League of Charter Schools	Director of New School Development
Bill Kottenstette	Colorado Department of Education – Schools of Choice	Executive Director
Janet Dinnen	Colorado Charter School Institute	
Mackenzie Khan	Colorado Association of Charter School Authorizers	

Application Requirements

Page Limits

Limit responses so that the completed narrative version of the New School Application Template document does not exceed 125 pages, not including all addendums (supplemental material, such as Letters of Interest, Letters of Support, draft policies, etc.). All relevant attachments must be submitted in the appropriate application sections in this system (ANVILAR). External Google Drives/Electronic Document Hubs will not be considered.

Application Completeness Check

As described in statute, the authorizer is required to review the application for completeness prior to initiating the application review process, which results in board action. The following Application Checklist should be used by the applicant to ensure all sections of the New School Application as well as any required supporting documentation have been completed.

 Evaluation Rubric

2. ASSURANCE CHECKLIST

 Assurances Checklist

Please complete the form attached (under provided files) and submit it as an attachment to this section.

Provided Files

Assurances Checklist.doc

15.73 KB • Added 1 year ago

Assurances checklist with data^{*}



The proposed charter school Steering Committee intends to apply for the CCSP Grant

No ☒ Yes

 Evaluation Rubric

Incomplete

Complete

3. CHARTER APPLICATION

A) Executive Summary

Reviewer Instructions

This section summarizes the key points of the proposal for the reviewers to prepare them for the upcoming content and is no more than two to three pages.

A concise summary of the core sections of the application that includes: mission and vision, grades served the first year and at full build out, target student population and community, educational philosophy and program, professional development, and school governance and leadership.

Executive Summary

This section summarizes the key points of the proposal for the reviewers to prepare them for the upcoming content and is no more than two to three pages.

A concise summary of the core sections of the application that includes: mission and vision, grades served the first year and at full build out, target student population and community, educational philosophy and program, professional development, and school governance and leadership.

1. Proposed name of the charter school

Enter name here *

2. Proposed location of the charter school

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3. The philosophy of the proposed charter school (vision and mission statements)

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4. The circumstances and motivations that brought the applicant team together to propose this charter school

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5. Primary Contact Person

First Name *

Middle Name

Last Name *

Primary contact email address *

Primary contact email address *

6. Whether the school expects to contract with an outside educational management company and the name of the company, if already selected

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7. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school's development

- Identify names and roles of all Steering Committee members
- Indicate if any of the Steering Committee members currently operate or are otherwise involved with other charter schools
- Cite the individual and collective expertise or focus of the Steering Committee members to establish a high-quality charter school
- Cite the capacity of the Steering Committee members to assume responsibility for public funds, administration, and governance
- Identify which (if any) Steering Committee members will become founding board members

[illegible]

9. Provide aggregate information concerning the grade levels and schools in which prospective pupils are currently enrolled, along with demographic information for the target population

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Attach any supporting documents



10. Provide a rationale for the added value that the proposed charter school would bring to the authorizing school district

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11. Address how the proposed school will effectively meet the educational challenges impacting the targeted student population

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12. Resume of Lead Administrator (if known)



13. List of board members, or plan for recruitment of initial Board members to be in place by contract approval

First Name	Last Name	Role

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Plan for recruiting board members

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14. Educational program (Paideia, Core Knowledge, Classical, Project Based, Montessori, etc.):

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15. Any unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.

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16. Describe the school's core values about teaching and learning. Provide key programmatic features the school will implement to accomplish its vision and mission:

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17. Five year enrollment projections for each offered grade level:

	Year 1	Year 2	Year 3	Year 4	Year 5
Pre-K					
Kindergarten					
1st Grade					
2nd Grade					
3rd Grade					
4th Grade					

DCSD New Charter Application

5th Grade					
6th Grade					
7th Grade					
8th Grade					
9th Grade					
10th Grade					
11th Grade					
12th Grade					
Summary	0	0	0	0	0

18. Projected enrollment percentages of the following:

	Percent (%)
English Language Learners	

Exceptional and Educationally Disadvantaged Students	
Free and Reduced Lunch Students	
Row Label	
Minority	

Identify the rationale for how the projected demographics were determined

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Upload any documents that support the content of this application element (optional)

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Evaluation Rubric

Criteria Fully Developed

The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

Criteria Mostly Developed

The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.

Criteria Partially Developed

The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.

Criteria Not Developed

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

B) Vision and Mission Statements

Reviewer Instructions

The vision statement clearly describes the school's proposed impact on the community.

The mission statement clearly describes how the school will accomplish this vision, with a focus on the target student population.



Vision and Mission Statements

This section reflects the school's mission and vision statements as developed and agreed upon by the members of the founding committee and the school community once the school is formed. These statements should answer the questions, "What is the purpose for the school and what is the applicant team's vision for the school?" An explanation should be given as to the process and impetus for developing both the Mission and Vision Statements.

The vision statement articulates what the school hopes to be, but not how the school will reach that vision. The statement is focused on the future (5-10 years). It concisely and succinctly defines what the school looks like when it is "all grown up."

The mission statement articulates clear guiding purposes and priorities that are meaningful, measurable, and attainable, and explains how the school will reach its vision.

(1) Provide a Vision Statement that is no more than two to five sentences and provides a clear description of how the school will impact the community.

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



Criteria Not Developed

Criteria Partially Developed

Criteria Fully Developed

Douglas County School District - Choice Programming

criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

Criteria Mostly Developed

The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.

C) Goals, Objectives, and Pupil Performance Standards

Reviewer Instructions

The applicant articulates annual and interim goals for the school that align to the school's vision and mission, relate to state and authorizer performance indicators, and accelerate student achievement. There is a clear rationale for the development of the stated goals and plan for addressing performance gaps.



Goals, Objectives, and Pupil Performance Standards

This section focuses on the specific outcomes anticipated for the school and its students within the terms of the charter (usually four or five years). The majority of the goals and objectives are focused on specific student outcomes (pupil performance or educational performance goals); others are broader school-based goals and objectives (organizational and management performance goals).

- All goals are written as "SMART" goals, which means they are: Specific, Measurable, Ambitious and Attainable, Reflective of and Relevant to the School's Mission, and Time-Specific with a Target Date
- Goals demonstrate an understanding of and strategy for complying with state and district achievement and reporting requirements including those related to accountability reporting and Accreditation.
- Goals reflect the unique aspect of the application. Specific measures and metrics for monitoring these additional goals are included.

(1) Outline the clearly measurable annual and interim performance measures and metrics related to student achievement, growth, and postsecondary and workforce readiness as applicable. Ensure these goals are aligned to the vision and mission of the school in establishing and monitoring its progress in accelerating student achievement. Include a rationale for how the proposed measures, metrics and goals were developed.

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(2) Articulate a clear plan to meet or exceed state accountability measures and expectations that aligns with School District performance framework.

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(3) Explain the means for addressing growth gaps as they emerge (all school levels) and post-secondary and workforce readiness (secondary schools).

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Criteria Not Developed

Criteria Mostly Developed

Criteria Fully Developed

Douglas County School District - Choice Programming

criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

Criteria Partially Developed

The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.

D) Evidence of Support

Reviewer Instructions

The applicant provides sufficient evidence that an adequate percentage of parents, pupils, and community members support the formation of the charter school, including a sufficient number of parents and pupils intending to enroll in the school should it open. Authorizers should consider whether they can determine a realistic number to insert here that reviewers can use to assess if the school has enough committed enrollees.



Evidence of Support

This section provides detail on the student population to be served, how the founding committee has reached out to parents of targeted students, how many parents have expressed interest in the school by submitting Letters of Intent to Enroll, and what community organizations, colleges and universities, nonprofits, and local groups are in support of the school as evidenced through Letters of Support.

- *Describes the student population based on publicly available demographic data including racial/cultural, socioeconomic, special needs, MLLs, and achievement data for the proposed school's area and comparable schools. The educational program reflects an understanding of the identified student population.*
- *Identifies community members and leaders who are in support of the school and current and future partnerships, including the role in the school pre and post school opening. Letters of Support or draft Service Agreements are provided as an attachment.*
- *Captures the types of outreach the founding committee conducted to make the student population, their families and community members aware of the proposed charter school. Outreach is diverse and designed to reach target population. A timeline is included to reflect ongoing outreach, student recruitment, next steps, and the current number of Intent to Enroll forms.*

(1) Description of targeted student population based on publicly available demographic data for the proposed school's area and comparable schools.

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(2) Explanation of applicant team's ties to and knowledge of the community.

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(3) If the applicant team has established any partnerships or networking relationships, a description along with any resources or agreements that are planned, including a Letter of Support or Intent as an attachment.

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(4) Provide an "impact statement" that summarizes the overall impact the addition of the proposed school will have on the immediate surrounding area and the district overall, specifically with regard to the proposed school's effect on the overall school options for students considering current saturation levels of schools within the applicant's target location.

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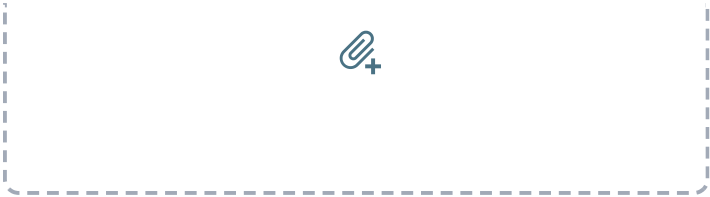
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(5) As an attachment, provide letters of support from community organizations, businesses, potential partners, or educational institutions that support the application.



(6) Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received.

- In the LOIs Received to Date column, please include the number of LOI's that have been received for each grade level for Year 1 of operation. Only data that is considered current as of the date of the application should be included.

	Number of students/classrooms in Year 1 of operation	LOIs Received to Date
Pre-K		
Kindergarten		
1st Grade		
2nd Grade		
3rd Grade		
4th Grade		
5th Grade		
6th Grade		

7th Grade		
8th Grade		
9th Grade		
10th Grade		
11th Grade		
12th Grade		
Summary	0	0



Evaluation Rubric

Criteria Not Developed

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

Criteria Partially Developed

The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.

Criteria Mostly Developed

The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.

Criteria Fully Developed

The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

E) Educational Program

Reviewer Instructions

There is a strong research-based rationale for the selection of educational model, curriculum, and instruction that is evidence-based and effective with the target population. This includes Include a description of how the school developed a curriculum that is culturally responsive and free of bias.



Educational Program

Page: 1 out of 4

This application element details an effective, well thought out, research-based educational program that aligns with the school's mission, goals, and the student population, and the state Common Core standards.

Educational Program Model and Philosophy

- *Cites research or academic history of school model the school is replicating or adapting.*
- *Aligns to the mission and vision statements, target population, school culture, and frames the context for choosing the curriculum, instructional practices, interventions, evaluations, and all components for the educational plan.*
- *If using an established/recognized school-wide program/model, provide research and history of academic success with similar student population. If evidence is not available, the applicant explains why the proposed program is likely to be successful.*

Curriculum and Alignment

- *Describes how the curriculum is aligned to the mission and vision of the school and tailored to meet the needs of the target population based on demographic and academic performance data. The curriculum meets district standards and is aligned across all subject areas.*
- *Provides an overview of all subjects to be taught at each grade level and cites alignment to the state academic content standards. This includes the curricular framework, along with the appropriate levels of detail for objectives, content, and skills for each subject and for all grades the school will serve.*

Instructional Strategies

- *Provides the methods and systems the teachers will use to inform instruction and to meet the needs of all students coming into the school with varying educational backgrounds, abilities, and learning styles.*

- *Explains how the Response to Intervention (RtI) model or MTSS model will be incorporated into the school's instructional program for all students.*
- *Describes classroom culture, learning environment, class size, and tools used to prepare and structure lessons. Describes how teachers incorporate common elements in their planning, such as learning objectives, academic vocabulary, essential questions, and differentiated student activities.*
- *Demonstrates how the inaugural staff will be trained the summer before school starts. This includes the number of professional development days, proposed schedule, and topics covered to implement the educational plan, and build the school culture. Training for SPED, MLL, and GT students are incorporated into all topics.*
- *Identifies the person(s) or organization(s) that will provide professional development to the staff and includes the frequency of the training and topics to be covered. Ongoing evaluation data is used to modify and enhance trainings.*

Structure and Supplemental Programming

- *Confirms if after school or summer school will be offered and the criteria for selection of participants, times of operation, and the number of students that may attend.*
- *Demonstrates that chosen programs are aligned to the mission and vision, educational philosophy, and the curriculum.*
- *Identifies the faculty, staff, or partnership organization that will oversee and provide services. Provides evidence of adequate funding for the program(s).*
- *Annual calendar and daily schedule reflect the minimum number of hours required by the state and notes whether the proposal includes an extended day/year.*
- *The daily schedule gives the length of the school day with the start and dismissal times and the hours and minutes/day and week dedicated to academic instruction per grade. A "day in the life" description for both students and teachers is included.*
- *Demonstrates how the inaugural staff will be trained the summer before school starts. This includes the number of professional development days, proposed schedule, and topics covered to implement the educational plan, and build the school culture. Training for SPED, MLL, and GT students are incorporated into all topics.*
- *Identifies the person(s) or organization(s) that will provide professional development to the staff and includes the frequency of the training and topics to be covered. Ongoing evaluation data is used to modify and enhance trainings.*

Section 1

Educational Program Model and Philosophy

Provide a rationale for selecting the chosen educational program model, curriculum and instructional practices, including research-based evidence that supports the effectiveness of the selected model with the targeted student population.

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If substantially different from current offerings in the region, provide rationale for the chosen program.

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If not substantially different from current offerings in the region, provide rationale for the added value the proposed educational program will provide.

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Describe how the school will ensure that educational practices are aligned to the school's educational philosophy and are demonstrated to be successful with the identified targeted student population.

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Section 2

Curriculum and Alignment

Describe how the proposed curriculum is aligned to state model content standards. Provide examples such as:

Scope and Sequence

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Curricular Framework, including subjects to be taught by grade

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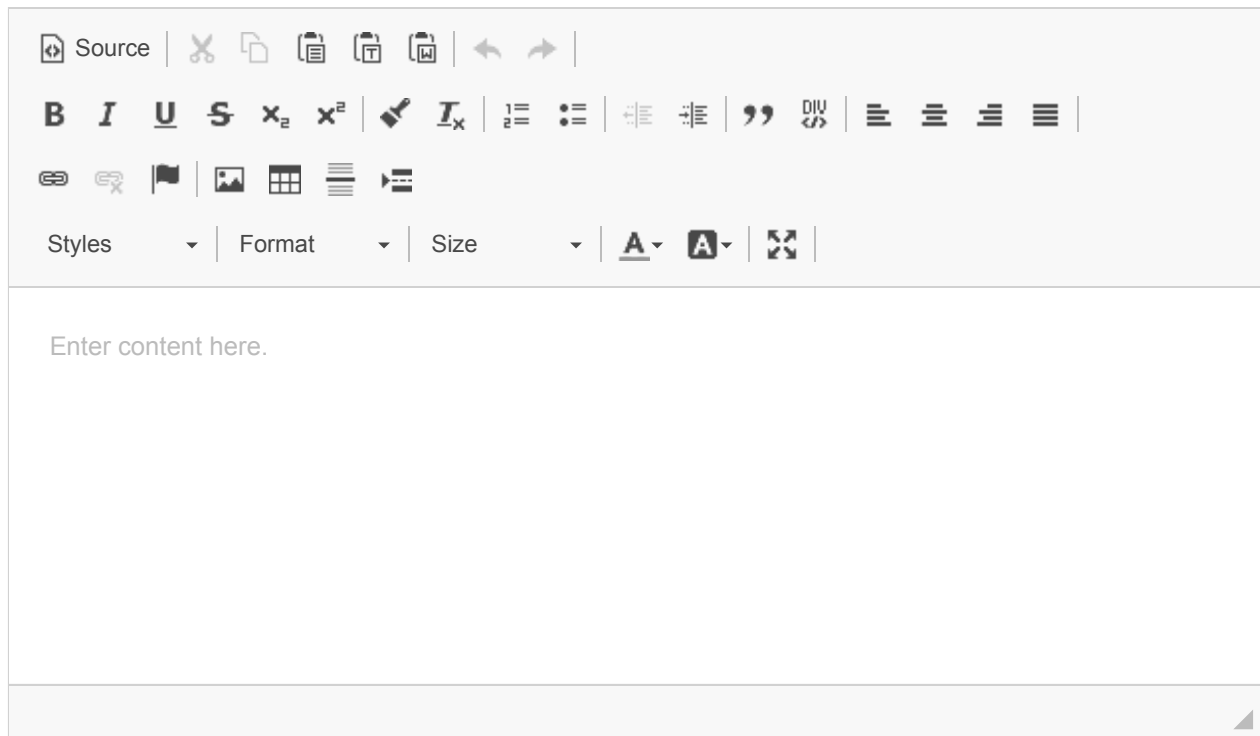
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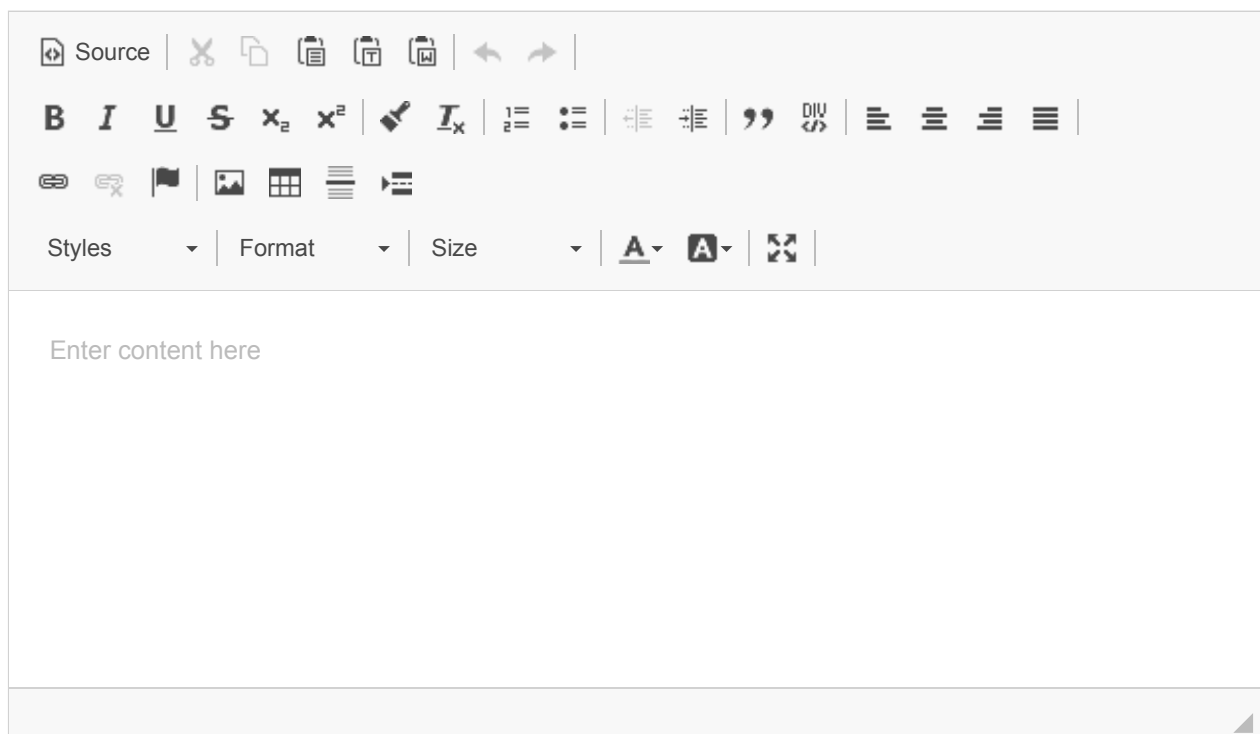
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Sample lessons showing alignment to state standards



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Research that led to the curricular choices



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Detail how curriculum objectives, content, and skills will be aligned horizontally and vertically.

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Describe how the school will monitor implementation of curriculum with fidelity to include scope and sequence and exit standards.

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Describe an organized, cohesive curricular design that aligns to the vision, mission and philosophy of the school, along with research to demonstrate that it will meet the needs of the target population.

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Provide information for high school courses offered, graduation plans and credits as applicable.

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Section 3

Instructional Strategies

Discuss the process and methods that will differentiate instruction based on identified student needs.

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Describe school-wide instructional methods and strategies that will promote rigor and high expectations for all students.

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Describe culturally responsive, research-based instructional methods and strategies that will be employed to meet the needs of the targeted student population.

Section 4

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

[illegible]

Describe how technology will be implemented into the overall educational program. Describe a technology plan that clearly meets the vision and mission of the school.

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Submit a proposed annual calendar, bell schedule, and student-teacher contact time as an attachment to the application.*

Provide a description of the ongoing professional development for faculty and staff, such as individual professional development plans, staff-wide trainings, and the assessment of progress made toward professional performance goals.

Criteria Not Developed

Criteria Partially Developed

Criteria Mostly Developed

Criteria Fully Developed

F) Plan for Evaluating Pupil Performance

Douglas County School District - Choice Programming

The applicant proposes a thorough plan for evaluating student performance across the curriculum, that considers both student needs and the effectiveness of the educational program, has appropriate systems for maintaining and monitoring student information and using information to make changes to the educational program as appropriate, and includes procedures for taking corrective action in the event that performance falls below goals and standards.

Plan for Evaluating Pupil Performance

This section expands on the Goals, Objectives, and Pupil Performance Standards by defining how the school will determine whether it is meeting its goals. It focuses both on internal assessments used to drive instructional decision-making, as well as external assessments used to communicate academic achievement and growth to stakeholders.

- *Defines how/what standardized tests the school will use to gather baseline data on all students.*
- *Identifies timelines for the administration of state assessments including Colorado Measures of Academic Success (CMAS) and Colorado PSAT/SAT (CO SAT), aligns instruction to with Colorado Academic Standards (CAS), and implements the Reading to Ensure Academic Development Act (READ).*
- *Evaluation data is used by teachers and administrators for continuous improvement to the educational program and informs professional development*
- *Describes how the school will use summative assessments, interim, and formative assessments to track and ensure students are making progress toward short and long-term goals. A testing timeline is included*
- *States how the school will communicate student academic progress to parents/ guardians, students, and the community.*
- *Defines the grading scale for advancement to the next grade level. This includes graduation requirements and course pass requirements.*
- *Identifies trigger points for intervention and procedures for taking corrective action if student performance at the school falls below the described targets.*

Section 1

Describe how the school will use assessment data (baseline, formative, summative, yearly and state and federally required testing) to monitor the progress of all students. Describe how various forms of data will be managed and the systems that will be used. Describe how student progress will be shared with the school community.

Describe the corrective actions the school will take if it falls short of student academic achievement or growth goals.

[illegible]

Provide the school's proposed Assessment Plan. Be sure to address the following:

Describe the types of assessments that will be given and their frequency.

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Describe how assessments will measure what the students are intended to learn.

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Describe how the school will assure that the assessment measures are relevant, reliable and valid.

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Describe the plan to identify people with assessment expertise who are involved in the school's assessment planning and development.

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Describe the professional development that will be provided to faculty to implement the assessment plan and identify alternative assessments.

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Describe how the assessment plan will inform and guide professional development.

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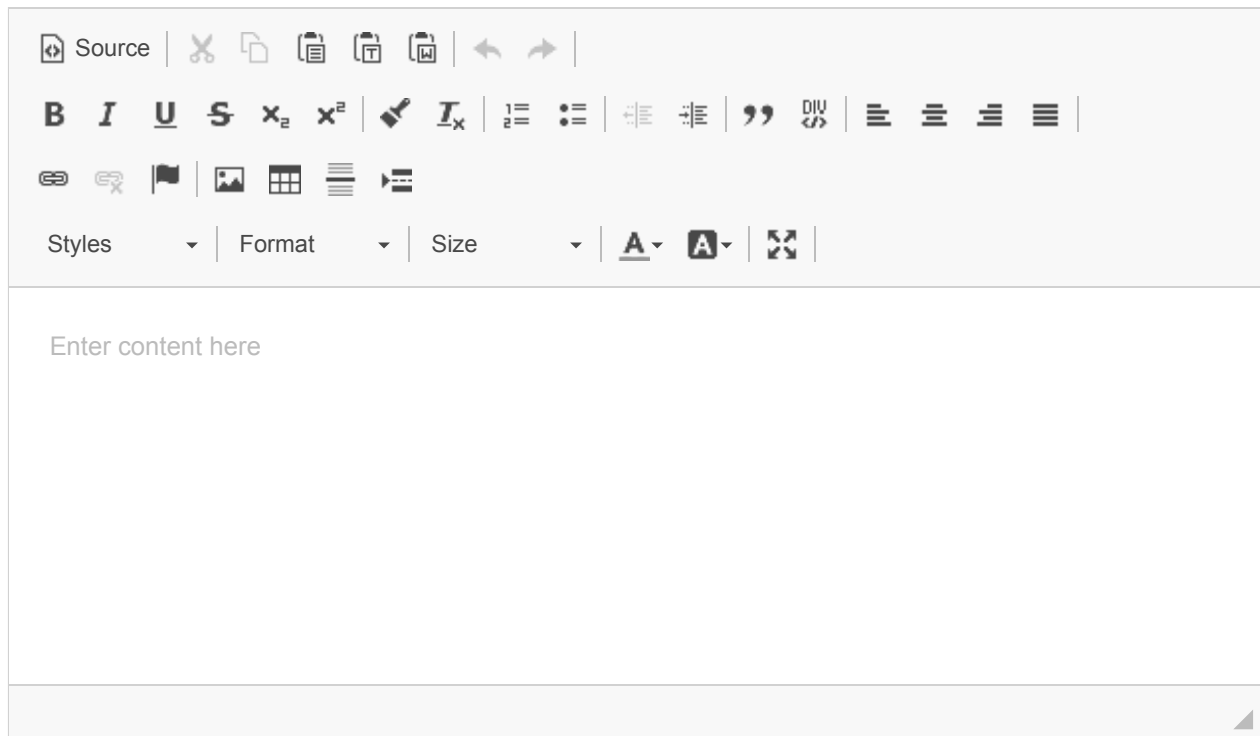
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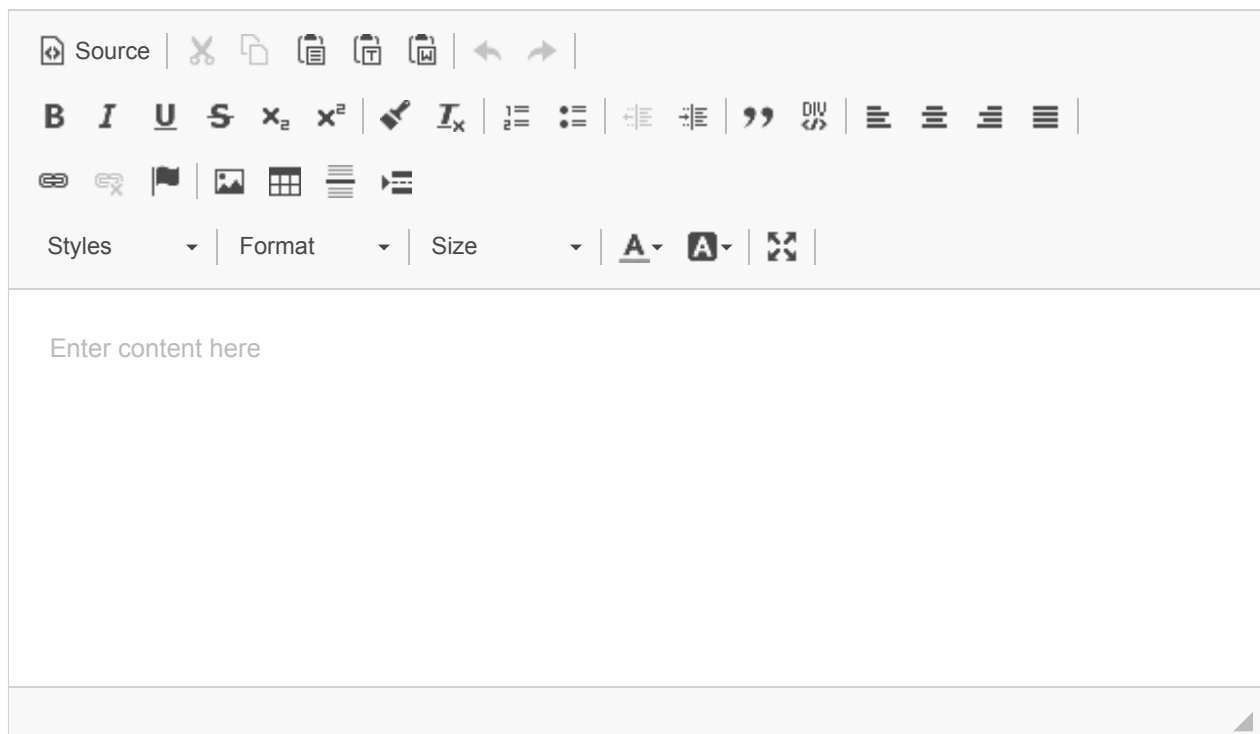
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Describe how the assessment results will inform and foster refinement of curriculum and instruction.



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Identify how assessments will be used to allow early detection of students who are struggling.



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Describe how assessments will inform daily instructional practice.

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Describe how student assessment data will inform course completion and grade-level advancement.

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Upload any documents that support the content of this application element (optional)



Evaluation Rubric

Criteria Not Developed

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

Criteria Partially Developed

The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.

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The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.

Criteria Fully Developed

The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

G) Budget and Finance

Reviewer Instructions

The applicant describes reasonable, functional and accountable business operations.



Establishing Business Operations

This section details the school's budget and fiscal policies and management.

Establishing Business Operations

- *Describes the process to contract with a Certified Public Accountant to conduct an annual, independent financial audit. Demonstrates an understanding of financial transparency laws.*
- *Provides financial policies and procedures to ensure that the school remains fiscally solvent. Describes the internal controls to be implemented to ensure a sound financial management system that includes checks and balances in cash disbursement and oversight.*
- *Describes any arrangements with outside service providers, such as HR and bookkeeping services, if applicable.*

Budget Narrative

- *Demonstrates reasonable revenue and cost assumptions including secured grant/fundraising assumptions, including identifying the amount and sources of all anticipated funds, property or other resources (noting which are secured versus anticipated, and evidence of firm commitments where applicable). Budget is designed to meet the mission and vision and the programs described in each section of the application.*
- *Describes an understanding of State and District budget reporting requirements throughout the year.*
- *Provides a sound contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.*

Five-Year Budget

- *Demonstrates complete, realistic, and viable start-up and 5 year balanced operating budgets that align with the educational, organizational, and school growth plans as described in each section of the application.*
- *Provides a 5 year balanced budget assuming 85% enrollment that continues to allow the school to maintain critical design elements necessary to meet the mission and vision.*

Section 1

Establishing Business Operations

(1) Provide the school's draft financial policies and procedures as attachments.*



(2) Describe how the school will establish functional and accountable business operations. Include the following:

The structure of the proposed business office, including identifying critical positions and roles.

[illegible]

Describe how the school will establish an accounting system (cash management, purchasing, accounts payable/receivable, payroll, tracking of fixed assets).

[illegible]

Describe the process for developing and managing the school's budget from year to year.

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Identify checks and balances applicable to financial transactions, including spending limits, required additional signers, and other financial safeguards.

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Describe the school's plan to contract for an annual independent audit.

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Describe any core services that will be contracted out related to business operations (i.e., bookkeeping, payroll, HR.)

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Describe anticipated private revenue sources, including contributions and grants. Note which have already been obtained and which are anticipated, as well as how each revenue stream will be used in support of non-core operational expenses.

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Describe the school's plan for compliance with district, state, and federal accounting and reporting requirements.

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Describe the school board's commitment to oversight of financial practices, including clear alignment to the other financial components in the application.

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Budget Narrative

Douglas County School District - Choice Programming

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Evidence of grant awards*



(3) Include anticipated administrative costs and plans for school growth with appropriate projections and timelines.

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(4) Demonstrate how the budget narrative is aligned with the vision and mission and the programs described in each section of the application, particularly identifying anticipated costs associated with the target population, including special populations.

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(5) Describe how the projected population enrollment is adequate to meet long-range plans for the chosen school model, staffing and facility needs.

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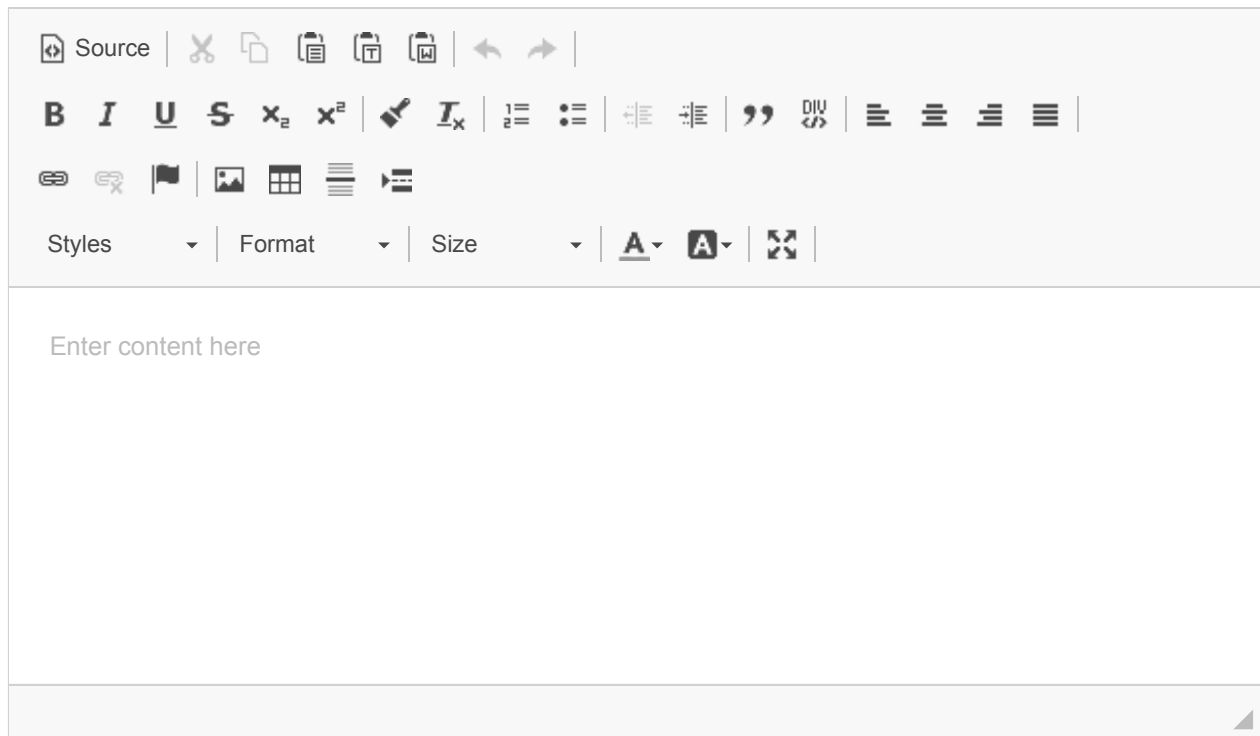
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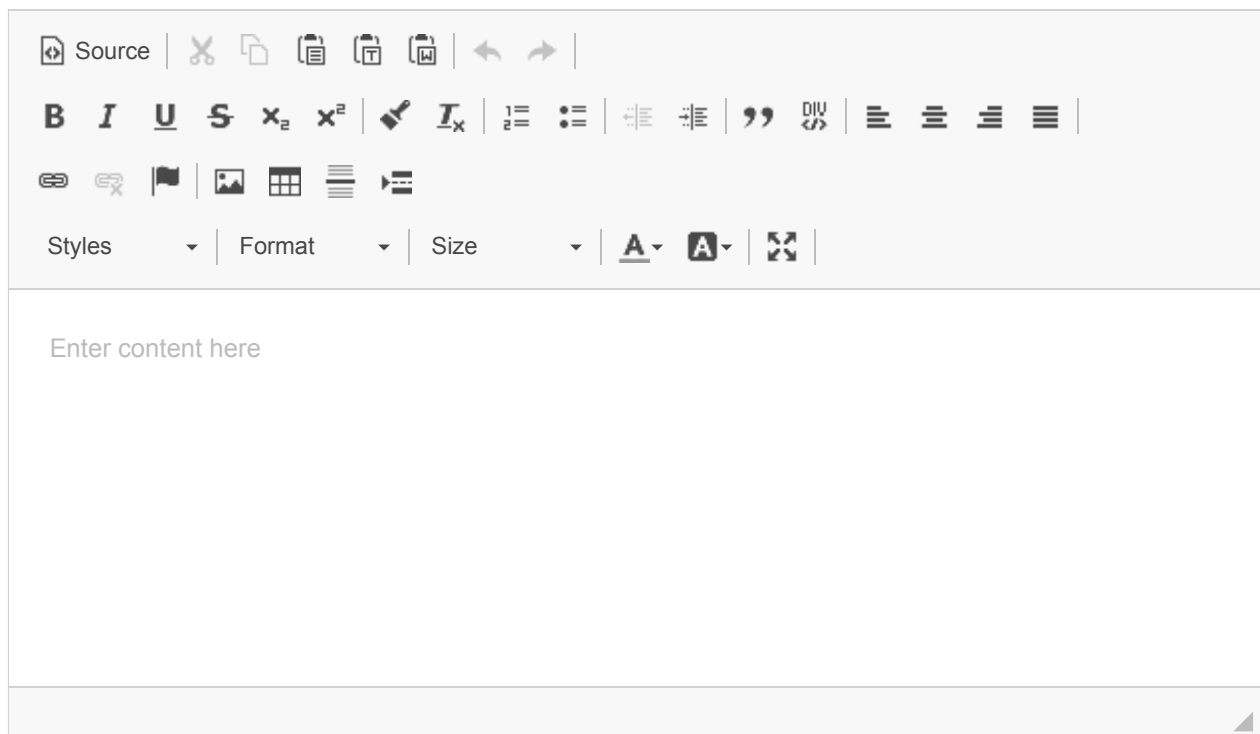
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(6) Provide a contingency budget plan based on 85% enrollment, with specific adjustments and related dollar amounts noted, to meet financial need if anticipated revenues (i.e., PPR) are lower than anticipated.



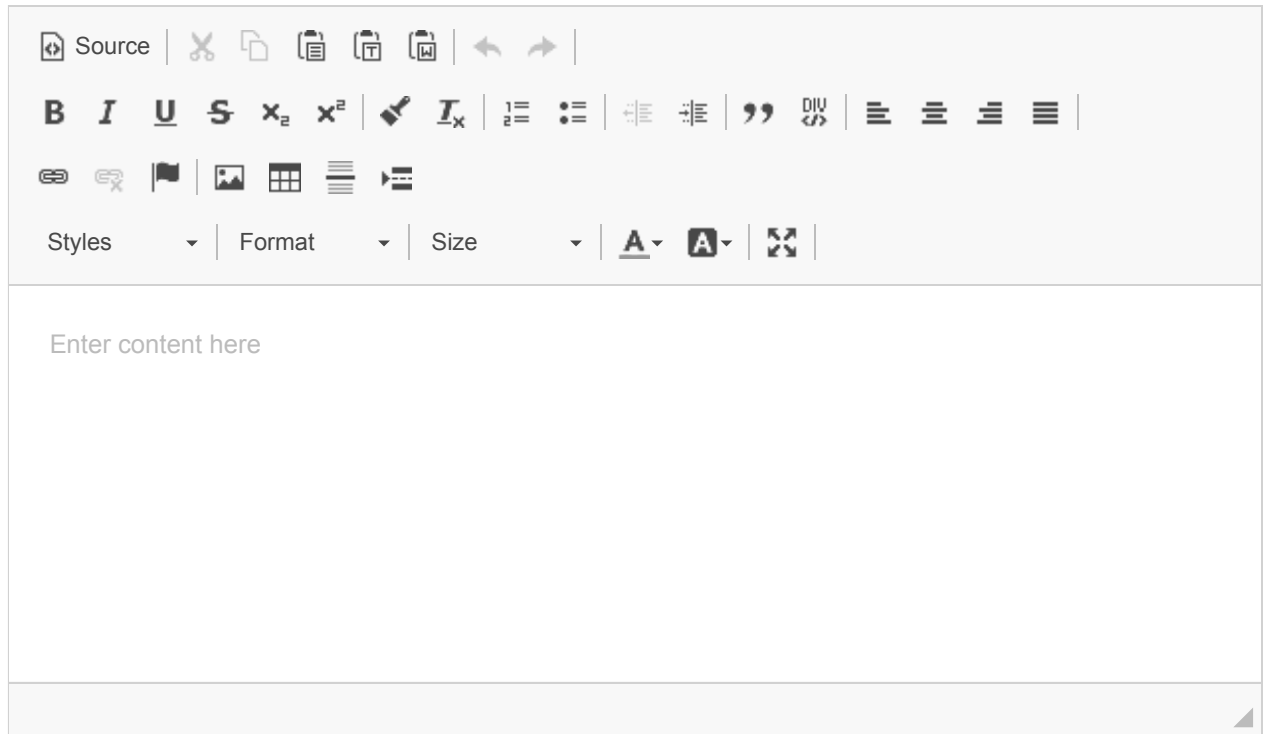
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(7) Set forth the minimum enrollment needed for viable operations, including maintaining a balanced budget.



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(8) Describe how the school will comply with employment law and personnel operations, including tax, payroll, retirement, insurance and background check requirements.



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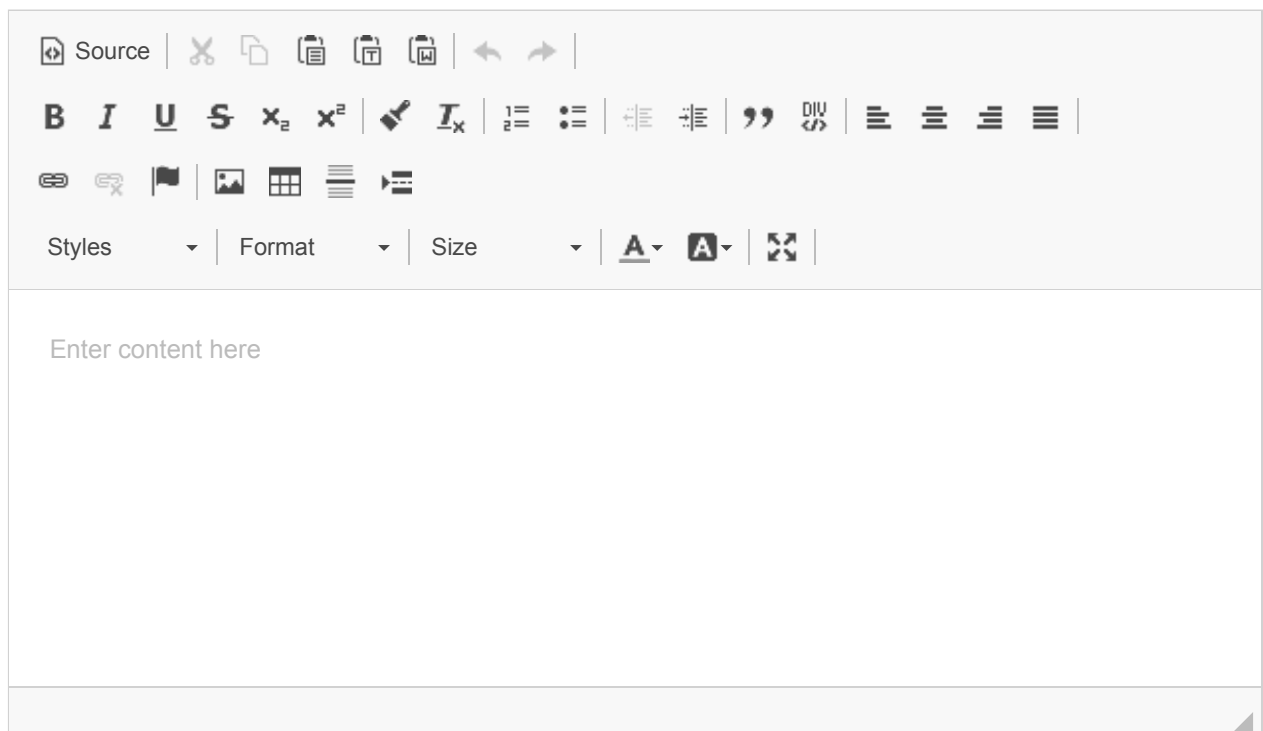
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(9) Address and demonstrate a clear understanding of and plan for compliance with the Financial Transparency Act (C.R.S. 22-44-301) and provide sample financial templates and reports, such as a dashboard template, as an attachment. *Please note, Section S requests information specific to budgets for serving students with special needs.*



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Sample financial templates and reports^{*}





(10) Summarize the following assumptions included in the budget narrative:

Facility-projected costs.

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Insurance-costs (liability, Workers' Comp, building, etc.).

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Employment plans (salary, benefits, PERA, and insurance).

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Transportation, including field trips (if transportation will be offered).

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Insurance and liability costs.

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Food Services (if offered)

[illegible]

Provide a five-year budget that demonstrates a complete, realistic, and viable start-up and 5-year balanced operating budgets, based on current and anticipated PPR, plus items such as administrative costs payable to the district, insurance costs, salary and benefit, PPR, facility costs, special education staffing, professional and contracted services, classroom supplies and

materials, technology, furnishings, general supplies and materials, and other such as food or transportation. Use the DCSD Budget template for this purpose. Provide a budget based on the assumption of being funded at the current amount of PPR from the proposed authorizer. Please also provide an alternative five year proposed contingency budget assuming 85% enrollment using the DCSD Budget template as a separate attachment.

Please upload your 5 year budgets below using this [Budget template](#)

[illegible]

Evaluation Rubric

Criteria Not Developed

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

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Criteria Fully Developed

The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

H) Governance

Reviewer Instructions

The board consists of a wide range of experienced members with the capacity to oversee a successful school, and a commitment to do so. There is a clear description the transition to a formal board, the nature and extent of parent/community involvement in the board, and draft board member agreements and conflict of interest statements.



Founding Board/Steering Committee Members

This section provides detailed information on the governance philosophy and how the board will approach its oversight role, the role and make-up of the board and the role of the school's administration in carrying out the school's mission and vision.

Founding Board/Steering Committee

- *Describes who can serve on the board and the process for recruiting, onboarding and ongoing training for board members.*
- *Describes the number of members, composition of the board of directors, committee names and functions, and member skill sets. Bios or resumes for each board or steering committee member are included as an attachment.*
- *Bylaws and Articles of Incorporation are included as attachments. A board member conflict of interest policy and a policy for handling parent and staff complaints are included as an attachment.*
- *Demonstrates an understanding of the requirements of Open Meetings and Open Records laws, as well as FERPA.*
- *Describes the process for creating and maintaining a School Accountability Committee.*

Board Procedures

- *Provides a clear description of the differences in roles and responsibilities of the board and school administration. A job description for the head of school is included as an attachment.*
- *Describes the plan and timeline for how and when the board will evaluate the school leader and use this information to analyze the leader's need for coaching and professional development is in place.*
- *Describes how the board will regularly monitor key indicators such as finance, student achievement, and school culture. Sets forth a plan for a board annual self-evaluation and how the results will be used to identify areas for board growth and professional development.*

Section 1

Founding Board/Steering Committee Members

(1) Describe the process by which the initial Board or Steering Committee members were identified.

[illegible]

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(2) Provide resumes of committee members as attachments to the application.

Resumes of committee members*

[illegible]

(3) Describe board members' connection to and understanding of the DCSD community.

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(4) Describe the process to appoint or elect the initial governing board.

[illegible]

(5) Describe the process and timeline by which the founding board will transition to an operational board.

[illegible]

Board Member Agreement and Conflict of Interest statement*



Section 2

Board Procedures

(1) Include board non-profit articles of incorporation and bylaws as an attachment to the charter school application.

Board non-profit articles of incorporation and bylaws^{*}



(2) Describe the length of board terms, a description of board officers and their roles, how often the board will meet, a description of the key expectations for board members and the following:

Election of new members

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Number of parents to serve on the Board

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Number of positions on the Board voted on by parents, vs number of positions filled by appointment.

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Number of community members to serve on the Board

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Duties of individual board members and of the governing board as a whole

How members will be held to and will hold themselves to: Responsibility to develop policies

[illegible]

Douglas County School District - Choice Programming

[illegible]

How members will be held to and will hold themselves to: Address parent and staff complaints.

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How members will be held to and will hold themselves to: Commit to Board training regarding governance best practices.

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How members will be held to and will hold themselves to: Compliance with Open Meeting Statutes (Sunshine laws).

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How members will be held to and will hold themselves to: Compliance with Open Records laws and FERPA

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How members will be held to and will hold themselves to: Compliance with Conflict of Interest requirements

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How members will be held to and will hold themselves to: Preparation, attendance and participation in scheduled board meetings

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I) Employees

Employees

This section provides a variety of information on the school's employees and employment policies, and the relationship that will exist between the charter school and its employees.

- *Describes the process to locate, interview and hire the School Leader.*
- *Describes the recruiting and hiring process and includes a hiring timeline. Describes how the school will ensure that teachers are highly qualified for their positions.*
- *Job descriptions for all key employees, including teachers and administrative staff are included in an attachment.*
- *Describes which employees will be under contract and which will be "at will."*
- *Sets forth a plan to use data to manage, disaggregate, display, and adjust or change curriculum and instruction, as well as identify professional development focus areas.*
- *Provides a description of the staff evaluation process and timeline.*
- *An Employee Handbook is included as an attachment. If a Handbook is unavailable, a summary of the school's policies and procedures is included in the narrative with a timeline for completing the Handbook.*
- *An organizational chart is included that shows all key positions as an attachment.*

Section 1

Include a description of the relationship between the charter school and its employees, including whether employees are serving at-will or are under contract.

Include the proposed charter school's employment policies or a plan for the timely development of employment policies, including a draft staff handbook as attachments, if available.

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Section 3

Organizational Charts and Staffing Plan are provided.*



Section 4

Description of the process for recruiting and hiring skilled faculty and staff are provided.

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Section 5

Job descriptions for all employees, including teachers and administrative staff are provided as attachments.*



Section 6

Describe the Professional Development Plan for faculty. The discussion should include:

How professional development is aligned and will help teachers operationalize the vision, mission, values, culture and goals of the school.

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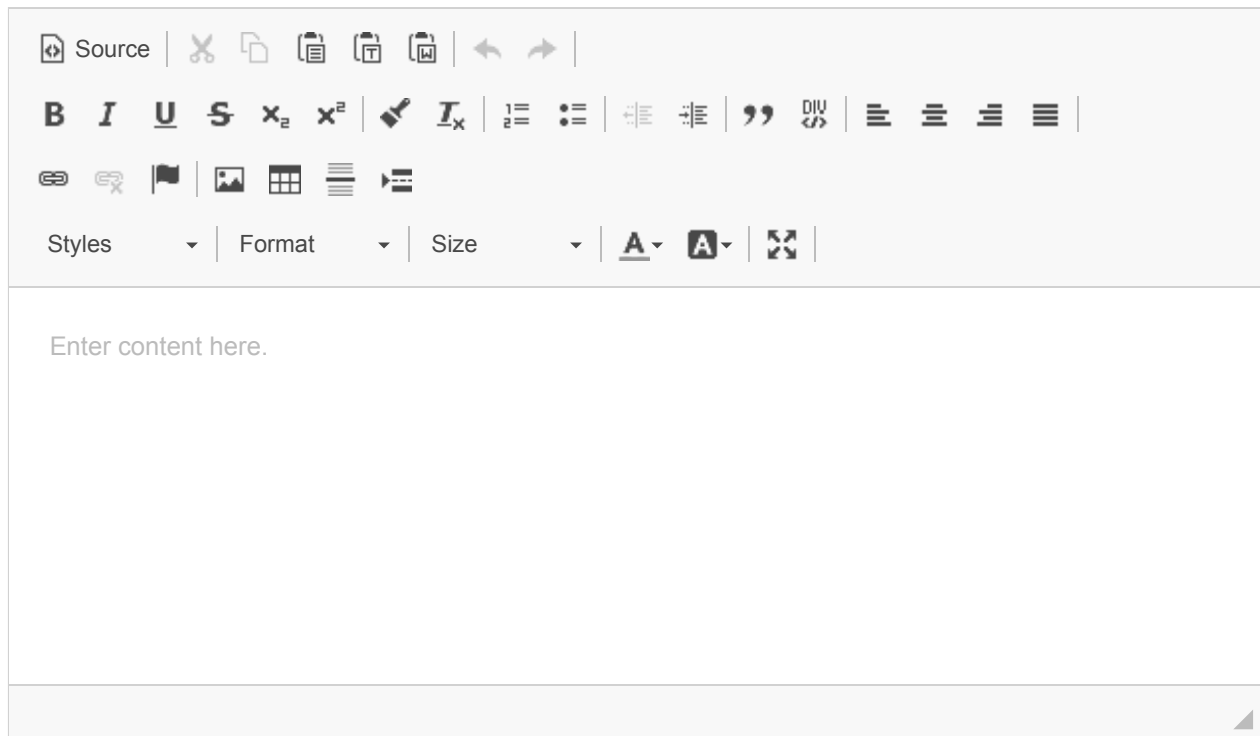
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How the daily schedule, staffing plan and budget align with the professional development plan.



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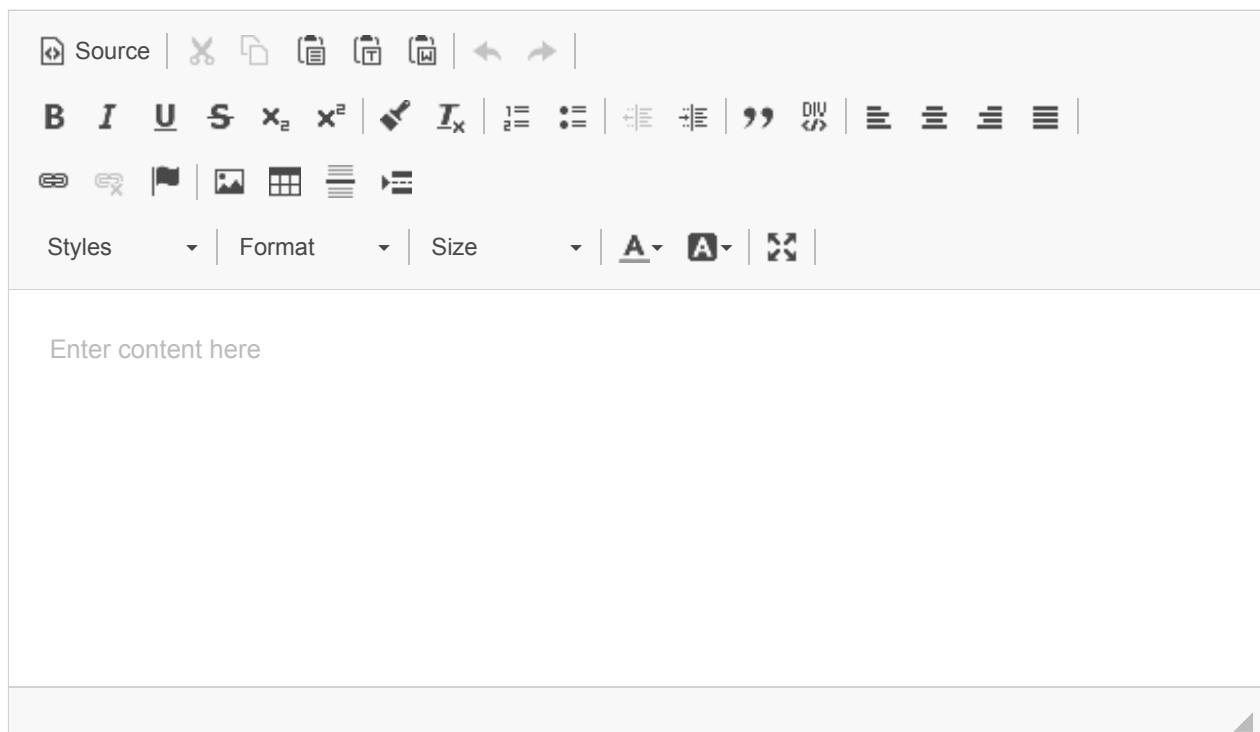
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How professional development will support staff to meet the needs of students with academic challenges, students with IEP's and 504's, Gifted and Talented students and English language learners



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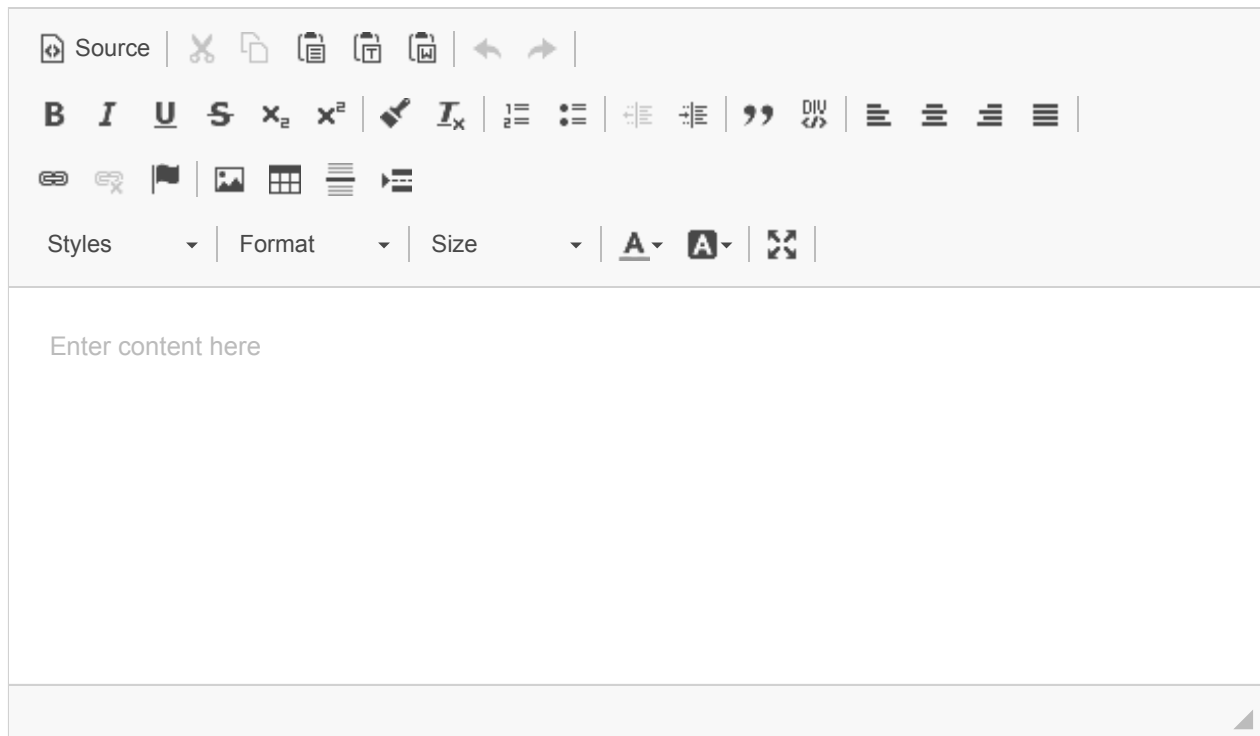
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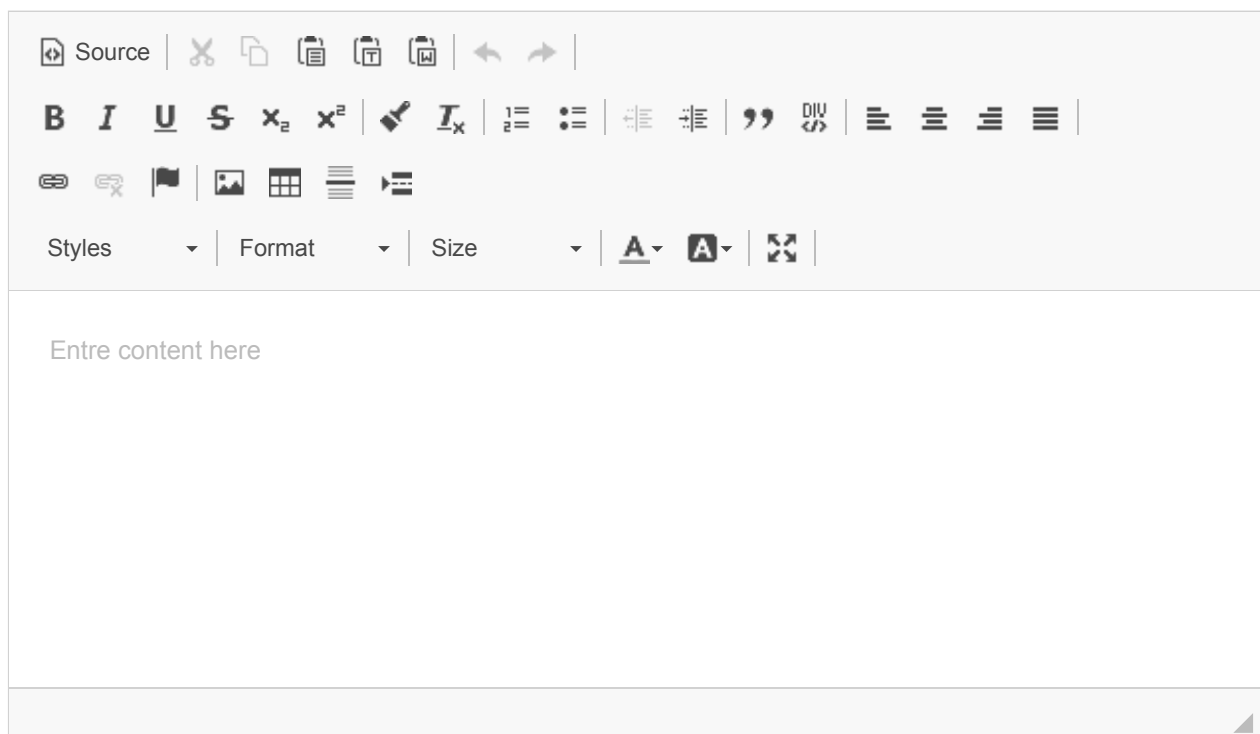
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How the professional development plan and teacher evaluations will use and be aligned with performance data



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How professional development supports vertical and horizontal alignment

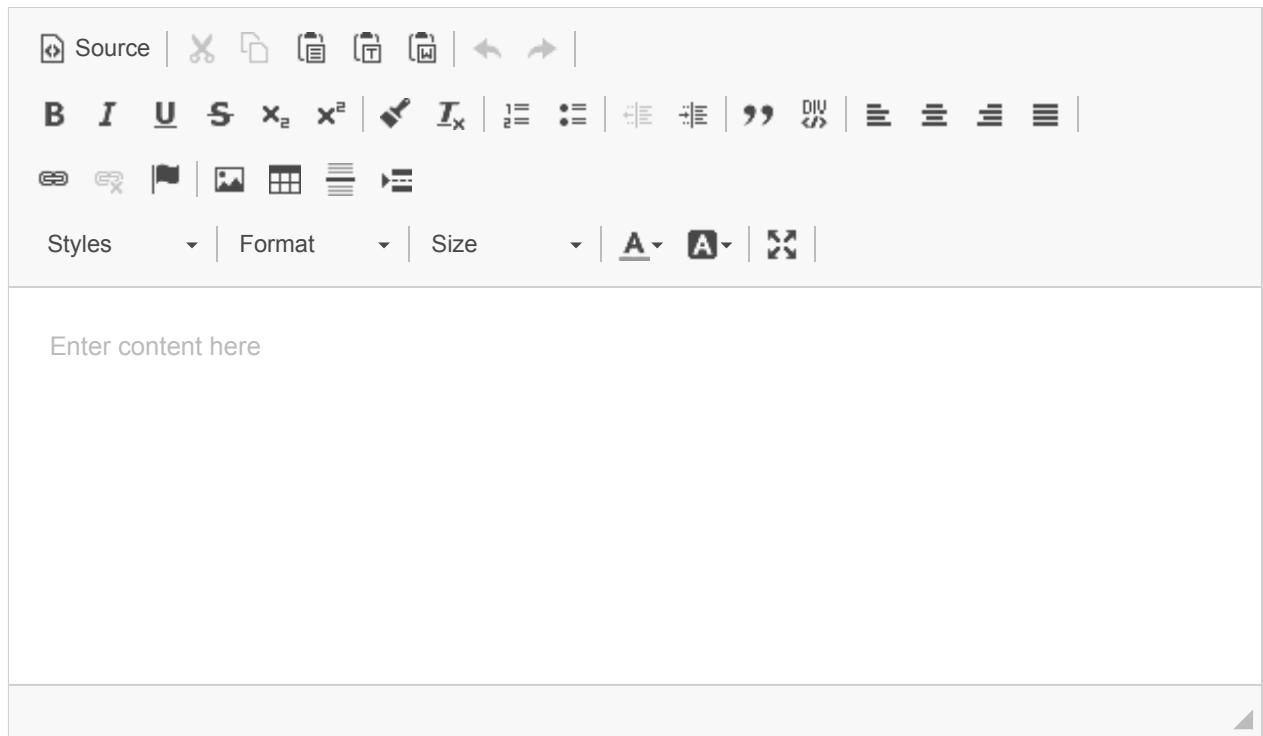


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How professional development will change as the school grows and matures based on data

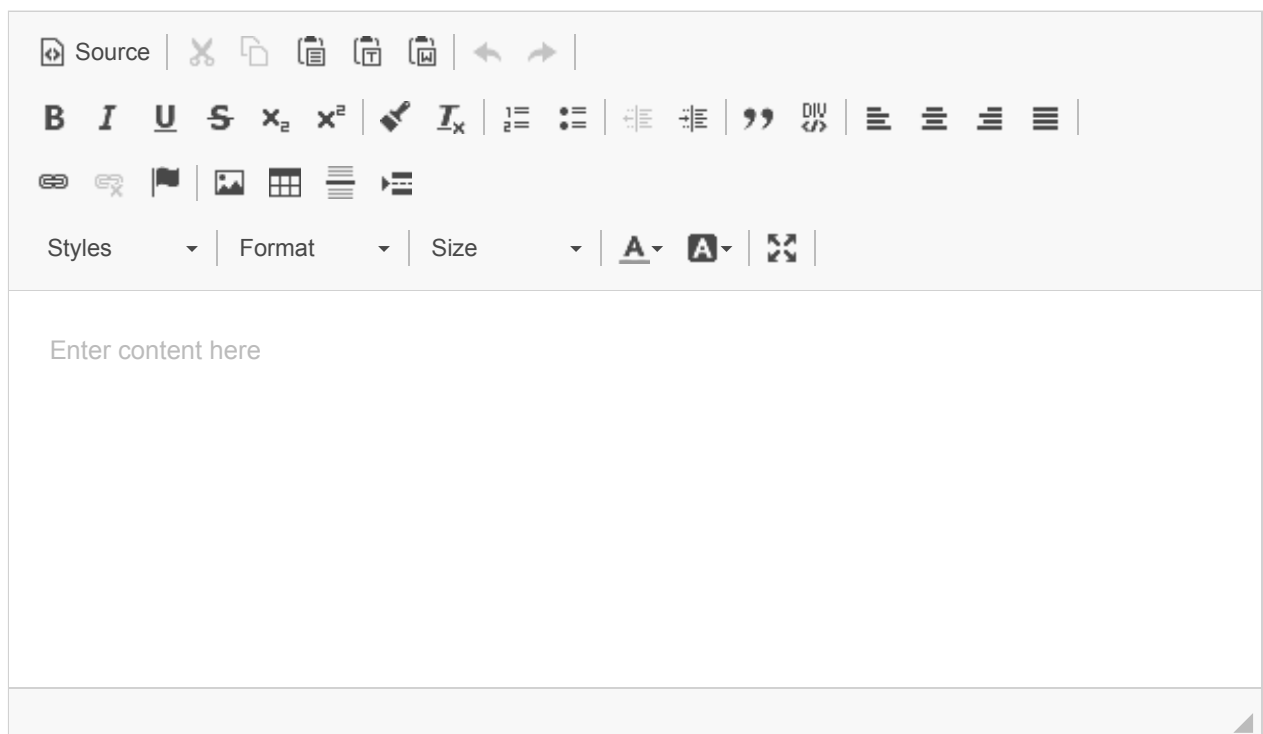
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The role student progress and achievement play in teacher evaluations.



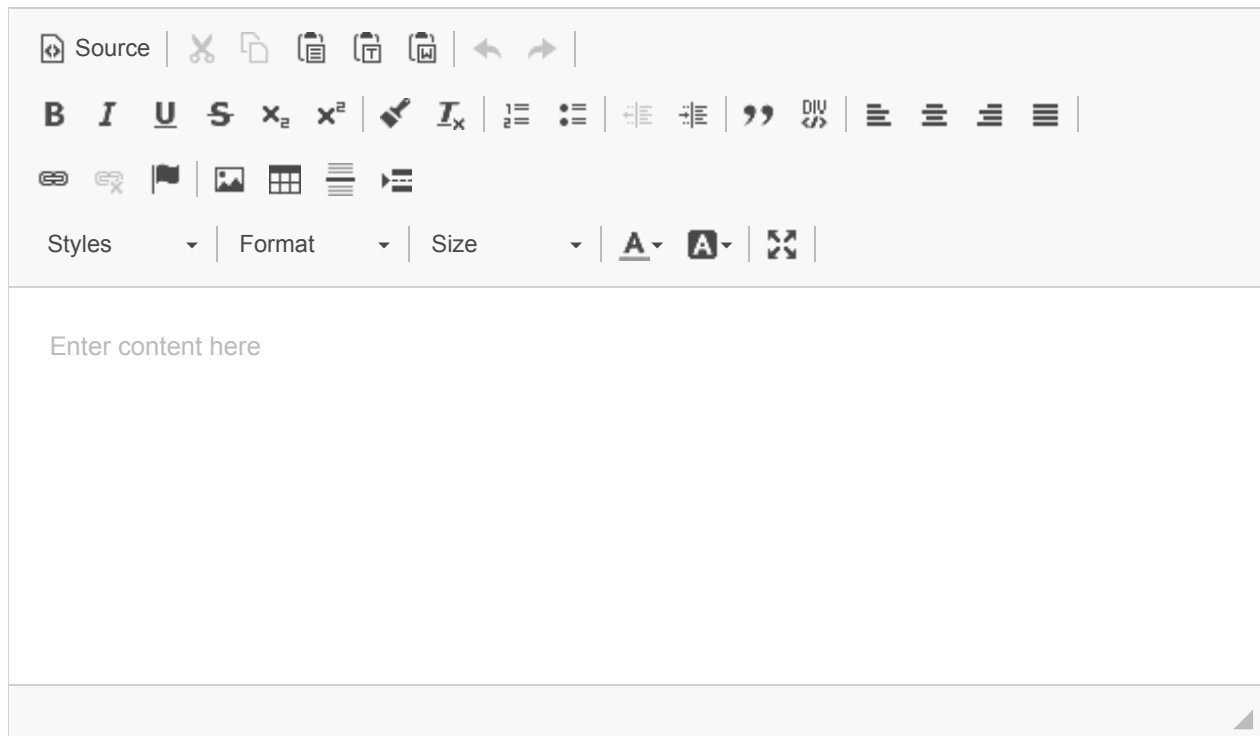
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The position that will have primary responsibility for evaluation



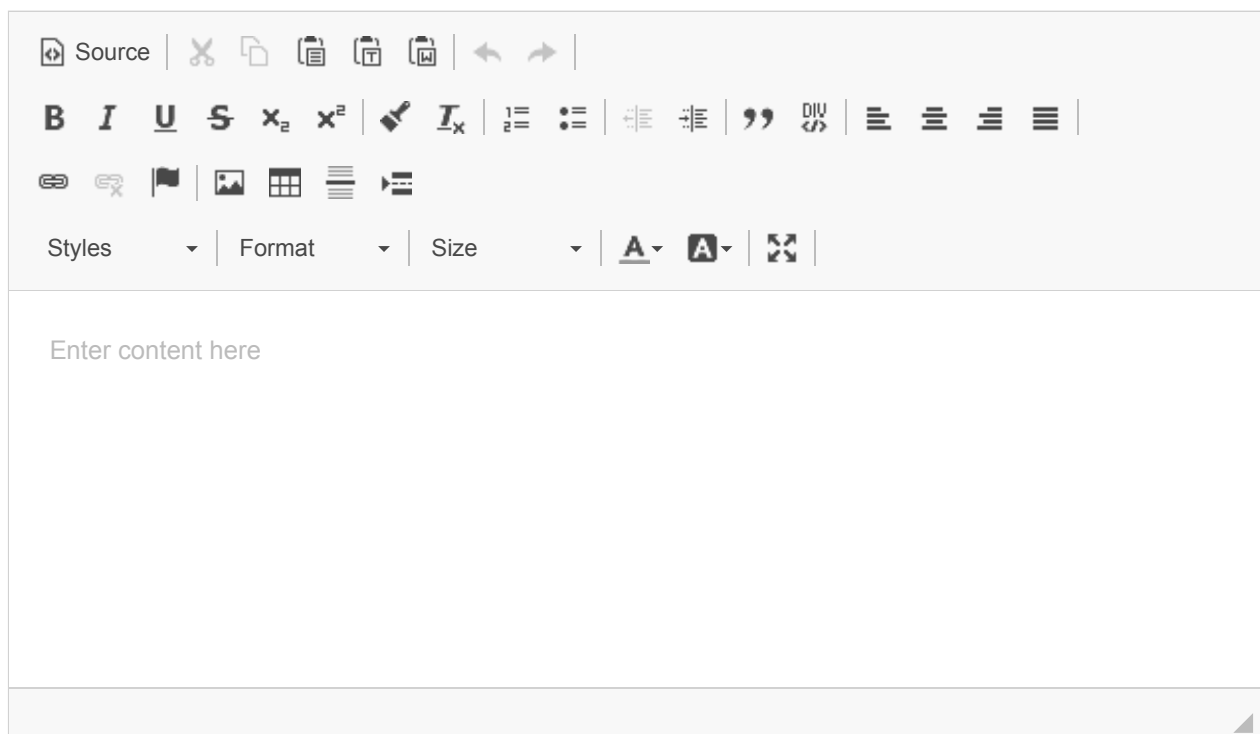
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The frequency of teacher evaluations



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How the evaluation system will be communicated to staff



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How the evaluation program will inform instruction

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Attach any supporting documents (optional)



Evaluation Rubric

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J) Insurance Coverage

Reviewer Instructions

Proposed insurance coverage aligns with statutory and district-mandated requirements and aligns with what the school is proposing within the application.



Insurance Coverage

This section explains what types of insurance the school plans to carry to protect itself and its students.

- *Describes the insurance needed to meet state and district requirements and meets appropriate amounts.*

Provide detailed feedback addressing the appropriate levels, amounts, and philosophy.

Describe the proposed insurance coverage the charter school will obtain. Be sure to address statutory requirements, including:

Workers Compensation

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Attach copies of insurance policies*





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K) Parent and Community Involvement

Reviewer Instructions

The applicant provides evidence of parent and community involvement in the development of the school as well as the ongoing support of the school once opened.

The applicant addresses outreach efforts conducted to date and planned for the future that reach all student populations, including at-risk students.

The applicant provides opportunities to solicit feedback from stakeholders.

The applicant identifies reasonable plans for external partnerships to support the school.



Parent and Community Involvement

Part 1

List existing community partnerships anticipated or currently in place with the Steering Committee or Board, including networking relationships.

- Identify all of the partnerships in the Entity box.
- In the Nature of Partnership / Description of any Planned Resources or Agreements column, please provide a brief summary of the nature of the partnership, as well as any planned resources or agreements in place.
- In the Attachment Title column, please identify the attachment that includes the agreement or letter that formalizes the partnership.

Entity Box

[illegible]

Part 2

Discuss how students and parents were informed of the proposed charter and what community meetings were conducted.

Describe the outreach efforts to prospective students, including at-risk populations, and identify the targeted student population, including at-risk students, for the proposed charter school.

[illegible]

Describe how parents and community groups were involved in the concept and development of the charter school.

Describe the plan to survey parents annually to assess success and satisfaction.

[illegible]

Discuss the school's plan for ongoing parental and community involvement, including, if applicable, volunteering; monitoring child's education; accountability and governance; and fundraising (if appropriate).

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Part 7

Describe how staff and board will engage with external partners to help build a network of support for the school.

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Upload any documents that support the content of this application element (optional)



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L) Enrollment Policy

Reviewer Instructions

*The applicant details a plan for recruitment of all students, including special populations.
The proposed enrollment policy and priorities for enrollment are non-discriminatory and align with district policy and procedures and statute as applicable.*



Enrollment Policy

This section explains how students who want to attend the school will be admitted and enrolled, and how the school manages the process once students are interested in attending the school.

- *Enrollment and lottery policies and procedures are included as an attachment.
Demonstrates that enrollment is available to all students without regard to race, creed, color, sex, national origin, religion, sexual orientation, ancestry, disability, or need for*

special education services. Sets forth any enrollment priority weighting for particular groups of students.

- *Describes how the larger community will receive information about the school, including a description of outreach to at-risk and minority communities.*

Section 1

Detail the plan for student recruitment, including students with special needs, English Language Learners, Gifted and Talented students, at-risk students, and other educationally disadvantaged students. Describe how the school will serve a diverse community within its programming description.

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Section 2

Describe the outreach conducted by the founders to raise awareness in the targeted student population and their families about the proposed school, especially at-risk populations.

Provide the school's enrollment policy and criteria for enrollment decisions that ensures non-discrimination throughout the enrollment process.

[illegible]

Describe the school's criteria for priority for founding families, staff, etc. For schools using weighted lotteries, set forth the proposed weighting system to

be used for educationally disadvantaged students, along with a rationale and formula to arrive at desired enrollment of these groups.

[illegible]

Section 5

Provide sample Letter of Intent form, draft enrollment packet/registration forms, and draft enrollment and lottery policies and procedures as attachments.

sample Letter of Intent form*



draft enrollment packet/registration forms*

draft enrollment and lottery policies and procedures^{*}



If applicable, attach any relevant documents



Evaluation Rubric

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M) Transportation and Food Services

Reviewer Instructions

If the school plans to offer transportation, the applicant provides an explanation of a transportation plan that meets the needs of the school.

If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs.



Transportation Services

Transportation:

This section addresses whether the school plans to offer any transportation services to students and if not, describes how students' transportation needs will be met without transportation services.

- *If the school plans to offer transportation, the applicant explains how this will be provided to include field trips, before and after school, and extracurricular activities.*
- *If the school does not plan to offer transportation, the applicant describes any alternative means for meeting students' transportation needs. This includes low-income students.*

Food Services:

This section addresses whether the school plans to offer food service to its students.

- *If the school plans to offer food service, describes anticipated arrangements with a Food Service Authority or other food service arrangements, including catering.*

Transportation Services

If the applicant is proposing to offer transportation services, this section must be completed. If the school will not offer transportation services, describe what the school plans as an alternative.

Describe how the school will provide transportation services to students, including field trips. Be sure to address, at minimum, the following:

How the plan will serve the needs of low-income students

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How the plan will comply with insurance and liability issues

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How the plan will comply with state and federal rules and regulations

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

Note: If an application is approved, a likely part of contract negotiations will include that the school address the following:

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How the plan will comply with insurance and liability issues

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How the plan will comply with state/federal rules and regulations

[illegible]

Describe how students who would qualify for a Free and Reduced-lunch/breakfast or how students needing food will be accommodated.

[illegible]

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

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Upload any documents that support the content of this application element (optional)



Evaluation Rubric

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N) Facilities

Reviewer Instructions

The applicant provides a comprehensive facility needs assessment that aligns with the proposed school program.



Facilities

This section provides information on the school's short and long-term facility plans. If the founding committee has not already identified a definite school facility, the committee has identified at least two prospective facility sites and the application contains a cogent strategy for acquiring one or more of the prospective sites.

Needs Assessment

- *Provides a facility needs assessment that aligns with the mission and vision of the school and the anticipated curriculum, including number of classrooms, specials rooms, administrative space, common spaces, outdoor spaces, square foot needs per student/space, and anticipated cost per square foot.*

Facility Options

- *If a facility has been identified, describes any lease or purchase arrangements along with timelines for acquiring the building. Provides a budget and timeline for any needed retrofit or tenant finish for the building. Demonstrates an understanding of zoning and fire code requirements.*
- *If a facility has not been identified, describes the target location(s) for the school building, the appropriateness of the location for the anticipated student population, and whether a permanent or temporary site is anticipated. Sets forth a timeline for securing a site before school opening.*
- *An appropriate and realistic facility contingency plan is provided.*

Needs Assessment

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

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Facility Options

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

4. Discuss plans for ensuring student safety and security, including anticipated costs.

Upload any documents that support this application element (optional)



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O) Waivers

Reviewer Instructions

The applicant provides a list of state statutes and district policies for which waivers are being requested and provides adequate rationale and replacement plans.

Waivers of District Policy

This section includes statements acknowledging a commitment to comply with all laws and policies that are not waived and a list of proposed state and district waivers. The requested waivers should match the proposed autonomy, school mission and vision, goals, operations, governance, and employment relationships of the proposed charter school. In addition, the school should acknowledge if they will accept automatic statutory and policy waivers, or if the school plans on taking the non-automatic state waivers.

- *Presents a list of district policies for which waivers are being requested. Sets forth replacement rationales for the non-automatic waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.*
- *Provides a list of the automatic and non-automatic state statutes for which waivers are being requested. Sets forth replacement rationales for the non-automatic state waivers being requested, including expected financial impact if any and how the effectiveness of the waiver will be evaluated.*

Automatic Waivers of State Rule and Statute

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

Non-Automatic Waivers of State Rule and Law

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

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

Douglas County School District Policy Waivers

DCSD has an established and published waiver request policy and procedure. Waivers requests to District policy must be submitted on the appropriate template, and are subject to the DCSD Board of Education's approval. In the event that an application is approved, DCSD staff will assist with all waiver requests.

- [Working Copy of Charter Leaders Master Waiver Document](#)
 - Review status for each waiver
 - [Automatic waiver request template](#)
 - [Non Automatic waiver template](#)

Upload any documents that support the requirement of this application element



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P) Student Discipline, Expulsion or Suspension

Reviewer Instructions

The applicant provides a discipline policy that aligns with statute and policy and provides appropriate details for addressing student discipline, expulsion, and suspension.

- *Complies with state law, limiting reasons that may be used to justify expulsion or suspension of students in preschool through grade 2;*
- *Does not discriminate against students on the basis of hair texture, type, or protective hairstyles commonly or historically associated with race.*

Student Discipline, Expulsion or Suspension

This section defines how the school intends to handle student discipline and establish a student culture in which all students are able to learn.

- *Provides a Discipline Policy and Procedures Manual as an attachment that aligns with state law and district policies, unless waived. Sets forth how the policy will address state statutory requirements, policies, processes, due process rights and alignment with school culture.*
- *Describes how disciplinary expectations will be communicated to parents/guardians and students.*
- *Describes how the school will handle discipline for students with disabilities to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Hearings and Behavior Plans as appropriate.*

(1) Describe the school's discipline policy, including suspension and expulsion processes, that aligns with federal civil rights, special education law, applicable state statute (CRS 22-33-105 and CRS 22-33-106), and the authorizer's policies.

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(2) Detail how the charter proposes to handle student discipline, expulsion and suspension.

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Evaluation Rubric

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Q) Serving Students with Special Needs



Serving Students with Special Needs

This section addresses how the school will meet the needs of a variety of "special needs" students who may enroll at the school. Specific research-based instructional programs, practices and strategies should be employed to produce a continuum of services to help ensure academic success for all students that is supported by good assessments.

Program Administration

- *Explains how the assessment system will enable the school to identify students with special needs and how the student and teacher daily schedules provide adequate time for services and supports.*
- *Describes the strategies for serving students with special needs and how the program will be implemented and overseen. Identifies the number and type of instructional or other staff that will teach or support special needs students, including contracted service providers.*

Students with Individualized Education Plans (IEPs) and 504 Plans

Programming

- *A continuum of services designed to meet ongoing student needs is clearly described.*

- *Service models demonstrate that students are provided specialized instruction according to their identified needs while they are ensured access to the general education curriculum with non-disabled peers to the greatest extent possible.*
- *A plan for communication to teachers and staff regarding student needs for accommodations is in place. A plan for oversight to monitor compliance is fully described.*

Staffing

- *Teachers and related service providers are identified and budgeted for according to required staffing levels.*
- *From date of hire, staff hold required CDE endorsements for their role at all times.*
- *Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed.*
- *Staff receive ongoing mentoring, coaching, and professional development specific to their practice.*

Budget

- *Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.*

Response to Intervention (RtI/MTSS)

Programming

- *A plan or structure is in place for monitoring all students for academic, social-emotional, and/or health concerns.*
- *Universal screening processes are in place, and targeted and intensive interventions are readily accessible to students.*

Staffing and Budget

- *Screening, assessment and progress monitoring materials are included in budget, and trained staff are available to conduct and review the screening, assessment and progress monitoring.*

Multi-Language Learners (MLLs)

Programming

- *Provides the implementation plan for meeting the needs of English Learners that supplements the general education curriculum, instruction, and assessment strategies. This includes the qualification process for services, model for direct instruction, type and frequency of progress monitoring, parent and family communication, process for exiting students from the program, and continued evaluation of programming to ensure students are successfully served.*
- *A plan for oversight to monitor compliance is fully described.*
- *If the district is under court order to provide mandated services for English Learners, describes the process following the terms of the law.*
 - *Provides the plan for meeting the needs of English Learners that support and supplement the current curriculum and instructional strategies. This includes the qualification process for services, the frequency of progress assessments, how parents will be notified, how the school will exit students from the program, and continued evaluation of the program to ensure students are successfully served.*

Staffing

- *Teachers and related service providers are identified and budgeted for according to required staffing levels;*
- *Staff hold required CDE endorsements for their role at all times;*

- *Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;*
- *Staff receive ongoing mentoring, coaching, and professional development;*

Budget

- *Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.*

Gifted & Talented Students (GT)

Programming

- *Provides the implementation plan for meeting the needs of gifted learners that supplements the general education curriculum, instruction, and assessment strategies. This includes the identification process, planning for service provision and instruction, type and frequency of progress monitoring, parent and family communication, and continued evaluation of programming to ensure students are successfully served.*
- *A plan for oversight to monitor compliance is fully described.*

Staffing

- *Teachers and related service providers are identified and budgeted for according to required staffing levels;*
- *Staff hold required CDE endorsements for their role at all times;*
- *Appropriate staffing levels are maintained at all times, including how mid-year/unanticipated vacancies will be addressed;*
- *Staff receive ongoing mentoring, coaching, and professional development.*

Budget

- *Proposed budget clearly includes all necessary staff, equipment, instructional materials, assessments, etc.*

At-Risk Students

- *Describes interventions and strategies to bring low performing and credit deficient students up to grade level and the anticipated areas of support students will need.*

Programming

(1) Detail how the school will accommodate the needs of all students. Rather than listing law or regulation, provide an explanation of how students will be served in the charter school. Information related to student identification, interventions, programming, assessment, progress monitoring, re-designation and exiting special programming should be addressed.

- Students identified as educationally disadvantaged students
- Students with Individualized Education Programs (IEPs)
- Students with Section 504 Plans
- Students identified as English Language Learners
- Students struggling academically with no learning disability
- Students identified as Gifted and Talented
- Homeless students/ McKinney-Vento Act.

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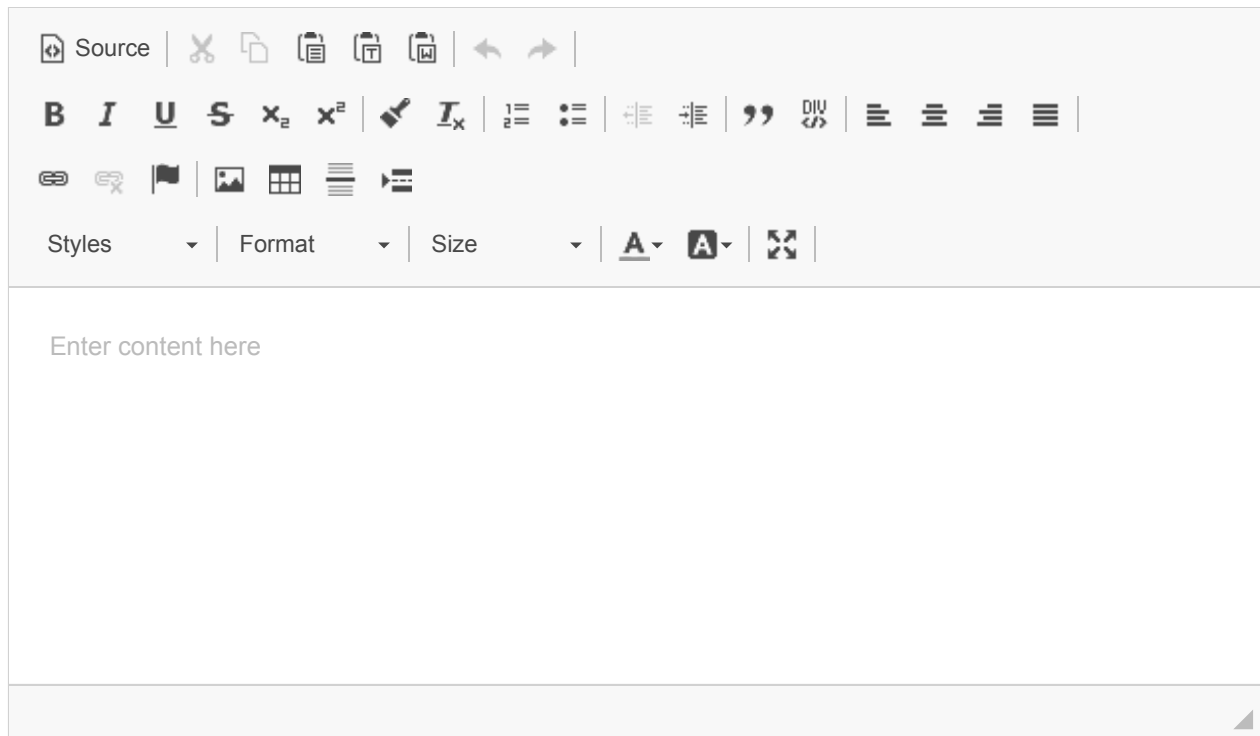
The plan for implementation must include a comprehensive description of:

- Programming models and processes that will be implemented to ensure accommodation, instruction, intervention and support for students on 504 plans or IEPs, or for students who are educationally disadvantaged (i.e., co-teaching, inclusion, resources, curriculum, grouping of students, plan for needed physical space or equipment, etc.)
- Programming models and processes that will be implemented to identify and accommodate students who are Gifted and Talented
- Programming models and processes that will ensure the needs of all English Language Learners are met
- Framework for oversight to ensure compliance with law and regulation (i.e. compliance with individualized plans, methods for progress monitoring and assessment, procedural compliance, chain of command, problem-solving/accountability process, etc.)
- A description of the framework for monitoring all students to determine universal, targeted or intensive needs. (MTSS/RtI)

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Staffing

(1) Based on the intervention plan, describe how the school will hire and retain properly licensed staff to meet the needs of students with individualized needs. Describe the professional development plan for special education teachers, including a calendar of professional development days.



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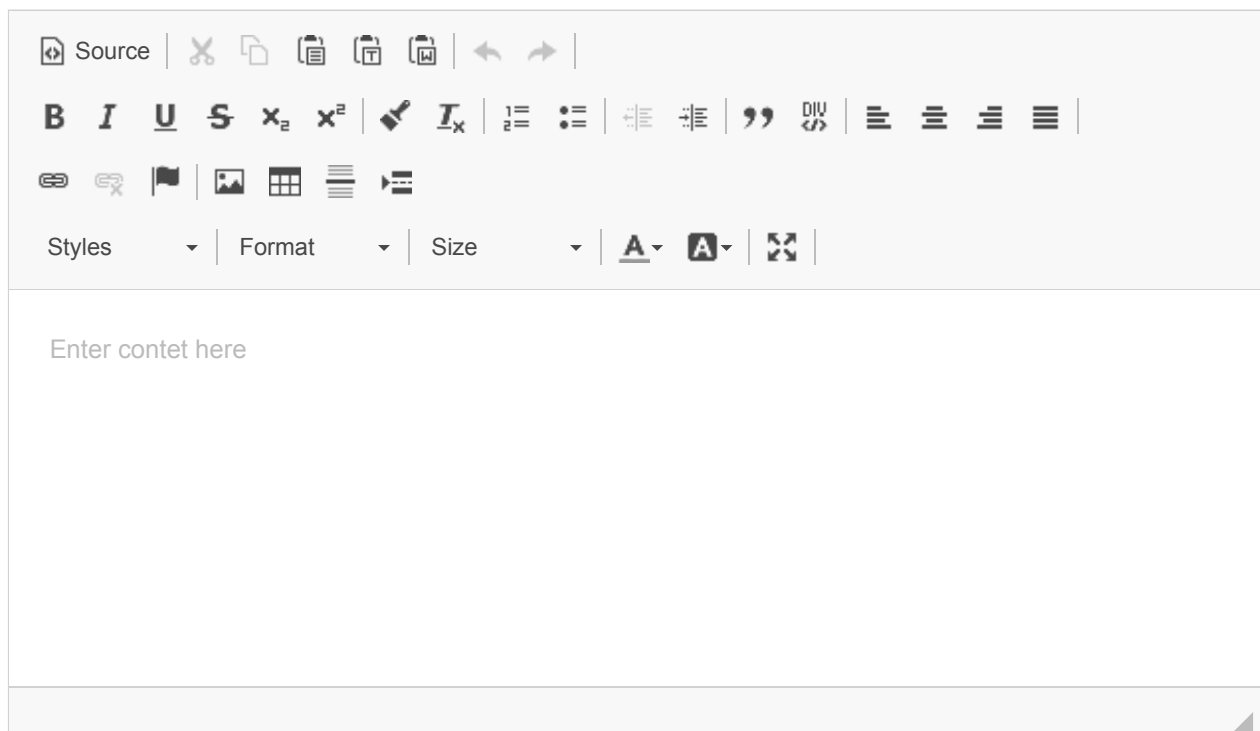
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(2) Describe the professional development plan for general education teachers and related service providers to have access to coaching, mentoring, and professional development specific to their practice to serve the needs of students with individualized needs, including a calendar of professional development days.



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(3) Describe the teacher-to-student ratio for special service providers that complies with authorizing district's requirements for students with

individualized needs.

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(4) Describe a plan to modify the instructional programs, practices, and strategies, as well as any schedule adjustments and any additional resources the school will employ to meet the needs of students with individualized needs.

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Budget Narrative for Serving Students with Special Needs

(1) Detail in the narrative how the budget will ensure required resources are in place and will be maintained to support all students, including students with individualized needs, 504 designations, READ Plans, Gifted and Talented, or educationally disadvantaged students. The description should include curricula and instructional materials; assessment materials; equipment; necessary staffing ratios in each identified area, according to authorizer ratio requirements; and professional development costs.

[illegible]

(2) Describe any specialized services that are to be contracted out. Include services contracted to the authorizer, or with outside consultant(s), including special service providers and school nursing services.

[illegible]

Criteria Not Developed

Criteria Partially Developed

Criteria Mostly Developed

Douglas County School District - Choice Programming

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R) Dispute Resolution Process

Reviewer Instructions

The applicant sets forth a method for resolving disagreements which arise from the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.



Dispute Resolution Process

This section reflects the school's understanding of and compliance with C.R.S. 22-30.5-107.5, which explains how the school and its authorizer agree to resolve disputes that may arise concerning governing policy provisions of the school's charter contract.

- *Sets forth a method for resolving disagreements which arise of the school's charter contract between a charter school and its chartering district, in compliance with statutory requirements.*

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

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S) School Management Contracts

Reviewer Instructions

The applicant demonstrates the effectiveness of the proposed school management provider academically, operationally and financially, includes a rationale for the selection of this provider, and identifies any existing or potential conflicts of interest between provider and school and board stakeholders.



EMP Selection

If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being executed. If there is no intention of contracting with an education management provider, this section does not apply.

(1) Provide a history of the operations of the education management provider, as well as a summary of the performance data for the schools the education management provider is managing at the time of the application or has managed previously, including documentation of academic achievement and school management success.

[illegible]

(2) Provide evidence demonstrating the education management provider's capacity for successful expansion while maintaining quality in the schools it is managing.

[illegible]

(3) Provide evidence that there are no existing or potential conflicts of interest between the members of governing board of the proposed charter school and the education management provider.

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(4) Provide evidence that the management contract is negotiated at arm's-length, with both parties having independent legal counsel.

[illegible]



(6) State which staff will be employed by the management company vs. the school.

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If the applicant is proposing to contract with an education management provider, they must complete this section and the authorizer should be provided the opportunity to review and approve the contract prior to it being executed. If there is no intention of contracting with an education management provider, this section does not apply.

EMP Selection

Explains the process by which the ESP/service provider was selected.

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EMP Track Record

- *Provides evidence that the provider has been successful in the academic and/or business operation aspects of other schools, including demonstrated academic achievement with the target population, as well as successful management of non-academic school functions.*

- *Provides a draft management contract as an attachment, including the cost, length of contract, and the process to evaluate, oversee, renew, or terminate the contract without adversely affecting the viability of the school.*

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- *Provides an explanation of any existing or potential conflicts of interest between the governing board of the proposed charter school and the education management provider.*

- *Provides clear evidence that the ESP/service provider is authorized to conduct business in Colorado.*

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Upload any documents that support the content of this application element (optional)



Evaluation Rubric

Criteria Not Developed

The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.

Criteria Partially Developed

The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.

Criteria Mostly Developed

The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available.

If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.

Criteria Fully Developed

The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections.

Reviewers

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