



HERITAGE HEIGHTS ACADEMY
WASHINGTON CAMPUS
Charter School Application Narrative
Cherry Creek School District

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Proposed Opening: Fall 2027
Grades Served: K-8

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INTENT TO APPLY TO BECOME A CHARTER SCHOOL (1)

In accordance with Cherry Creek School District application requirements, Heritage Heights Academy, Washington Campus has completed all required pre-application steps.

HHA Washington respectfully submits this application for consideration and looks forward to continued collaboration with Cherry Creek School District to expand access to high-quality public education for families across the community.

Intent to Apply Form (Exhibit LBD-E) — see **Appendix A**

EXECUTIVE SUMMARY (2)

Heritage Heights Academy, Washington Campus (HHA Washington), seeks authorization to replicate a high-performing Classical Core Knowledge charter school model within Cherry Creek School District. The proposed campus will open in Fall 2027 serving grades K–4 with approximately 260 students (two sections per grade) and will grow by one grade level annually to reach full K–8 enrollment of approximately 468 students.

HHA Washington builds upon the proven academic and operational foundation of Heritage Heights Academy while expanding access to a rigorous, content-rich public charter option within CCSD.

Educational Philosophy and Program Design

HHA Washington is grounded in a classical educational philosophy that affirms the importance of shared knowledge, intellectual virtue, and character formation. The instructional model is built upon the Core Knowledge Sequence, which provides a coherent, cumulative, and grade-by-grade progression of academic content across literature, history, science, mathematics, and the arts.

Key programmatic features include:

- Explicit, systematic phonics instruction in early grades
- Rich literature and structured writing across grade levels
- A sequenced humanities program integrating history and geography
- Dimensions Math and conceptually grounded mathematics instruction
- Science instruction aligned with Colorado Academic Standards
- Dedicated enrichment in physical education, music, and the arts

Instruction emphasizes clear routines, high academic expectations, and intentional character development rooted in civic responsibility, respect, and perseverance. Professional development, instructional coaching, and structured collaboration ensure fidelity of implementation and continuous improvement.

Academic Outcomes and Accountability

The founding campus has demonstrated consistent academic performance, earning Meets Expectations ratings in both Academic Achievement and Academic Growth on the Colorado School Performance Framework (SPF). Students across subgroups demonstrate sustained growth over time.

HHA Washington will operate under the same accountability framework, with clear academic goals, performance monitoring, and board oversight aligned to CCSD and state requirements.

Governance and Leadership

HHA Washington will be governed by the existing Heritage Heights Academy Board of Directors and led by an experienced Executive Director who oversees the Principal and ensures alignment across academics, operations, and finance. Governance structures include defined oversight committees, public reporting, and annual executive evaluation tied to academic and financial performance metrics.

Enrollment and Community Demand

Community demand for the HHA model remains strong, with sustained waitlists and consistent family interest in expansion. HHA Washington will implement inclusive, district-wide outreach strategies designed to ensure equitable access to enrollment information for multilingual learners, students with disabilities, and economically diverse families.

Enrollment practices will comply with all applicable state and federal nondiscrimination requirements.

Facilities and Financial Sustainability

HHA Washington has conducted structured facilities due diligence and is advancing a preferred site within district boundaries, with alternative options identified to mitigate acquisition risk. Final site selection will be subject to district review and approval.

The five-year financial plan reflects conservative enrollment projections, disciplined expense management, and phased staffing aligned to growth. The school demonstrates the ability to open and operate sustainably without reliance on grant funding for core operations. Internal controls, annual independent audits, and public financial reporting ensure fiscal accountability and transparency.

Conclusion

HHA Washington expands access to a proven Classical Core Knowledge model while maintaining strong governance, responsible financial stewardship, inclusive enrollment practices, and clear academic accountability. Approval of this application will provide Cherry Creek School District families with an additional high-quality public charter option grounded in academic rigor, character development, and long-term sustainability.

VISION AND MISSION (3)

Vision Statement: A Long-Term Vision for Classical Excellence

The vision of Heritage Heights Academy, Washington Campus (HHA Washington) is to develop successful scholars, critical thinkers, and lifelong learners grounded in a Classical Core Knowledge education. Students will grow into thoughtful, responsible citizens who contribute meaningfully to their local and global communities.

Over the next 5–10 years, HHA Washington seeks to become a model of educational excellence within the Cherry Creek School District, recognized for rigorous academics, strong character development, equitable access to high-quality instruction, and a collaborative partnership among families, educators, and the community. Graduates will be well prepared for high school and beyond, equipped with the habits of mind, depth of knowledge, and moral grounding that characterize a classical education. The school will evaluate the effectiveness of its vision through student academic growth, progress toward grade-level literacy and numeracy, enrollment stability, and family engagement indicators described elsewhere in this application.

Mission Statement: Balancing Academic Rigor, Character Development, and Civic Responsibility

To advance this long-term vision, Heritage Heights Academy, Washington Campus is guided by a clear mission that shapes its instructional model, organizational decisions, and school culture.

The mission of Heritage Heights Academy, Washington Campus is to provide an educational choice that challenges all learners to achieve individual academic success, develop strong character, and serve as contributing citizens. The school is dedicated to cultivating meaningful partnerships between parents, teachers, and the community to ensure the success of every student.

In practice, HHA Washington’s classical model is grounded in a structured, knowledge-rich curriculum, one that emphasizes coherent, cumulative academic content across grade levels to build shared understanding, literacy, and critical thinking over time.

This mission reflects HHA Washington’s commitment to academic rigor, virtue, and civic responsibility. These principles guide every operational decision, from curriculum design and instructional coaching to governance processes, professional development and resource allocation. The educational program is intentionally structured to balance knowledge acquisition with critical thinking, ensuring students learn not only what to think but how to think critically.

Local Need and District Rationale

Within Cherry Creek School District, there is sustained community interest in a public school option that emphasizes academic excellence, character development, and clear

instructional expectations. Families seeking this type of structured educational environment often look beyond traditional district offerings to private schools, homeschooling, or neighboring districts, contributing to enrollment loss and reduced continuity for students within CCSD.

Heritage Heights Academy, Washington Campus is designed to address this local need by expanding access to a proven classical education model within the district. By replicating a successful and well-established program, HHA Washington offers CCSD a stable, low-risk addition to its portfolio of schools, one that compliments existing district options rather than duplicating them. The school provides a coherent instructional approach grounded in a proven classical curriculum and strong school culture, aligned with district priorities for academic rigor, family engagement, and student success.

In addition, HHA Washington's intentional focus on inclusive access, clear communication, and responsive student support is designed to serve a diverse population of families within the district, including multilingual families and those new to the U.S. education system. By pairing high academic expectations with intentional outreach and support structures, the school seeks to retain families within CCSD and contribute positively to the district's overall enrollment stability and programmatic diversity.

Alignment with Colorado Charter School Law

HHA Washington is designed and will operate in full alignment with Colorado Charter School Law and all applicable Cherry Creek School District policies. HHA Washington's mission aligns with the purposes of the Colorado Charter Schools Act (C.R.S. § 22-30.5-102), including improving student learning, expanding educational choices for families, encouraging innovation, and holding schools accountable for high academic performance. By replicating a proven Core Knowledge model that emphasizes mastery, virtue, and parental partnership, HHA Washington directly advances the Act's goals of promoting excellence, equity, and innovation within public education.

Development of the Vision and Mission

The vision and mission were developed collaboratively by the founding team and governing board, building upon the strong foundation established by Heritage Heights Academy. The process included reflection on the original charter's guiding principles, analysis of community needs within the northern Cherry Creek School District, and alignment with classical education philosophy. Teachers and parents contributed through discussions and surveys, ensuring the statements reflect shared values, local priorities, and long-term aspirations for the school community.

Connection to School Design and Operations

HHA Washington's instructional model, organizational structure, and student supports are intentionally designed to reflect and advance the school's mission and respond to the needs identified within CCSD. The vision and mission guide every element of HHA Washington's design, operations, and school culture:

- **Curriculum:** A Classical Core Knowledge sequence provides a coherent, cumulative foundation for intellectual and moral development.
- **Instruction:** High expectations, research-based practices, and coaching ensure all students meet or exceed academic standards.
- **Character Education:** The character education program and daily Morning Meetings promote responsibility, respect, perseverance, and citizenship.
- **Governance and Leadership:** The Board of Directors and Executive Director use the mission as the basis for policy decisions, staffing, budget priorities, and accountability.
- **Equity and Access:** Recruitment, enrollment, and instructional support systems ensure that all students, regardless of background, have access to the full educational program.
- **Community Engagement:** Parents, educators, and community partners work together to create a culture of shared responsibility and results-driven decision-making.

Together, the vision and mission define HHA Washington’s enduring purpose: to prepare young people to think critically, act ethically, and contribute meaningfully to their communities, while faithfully continuing the major elements of the approved HHA educational program.

GOALS, OBJECTIVES, AND STUDENT PERFORMANCE STANDARDS (4)

Overview and Alignment to Vision and Mission

Heritage Heights Academy, Washington Campus (HHA Washington) adopts the same high academic, instructional, and organizational goals that have guided the success of Heritage Heights Academy. These goals establish clear expectations for student achievement, instructional quality, staff development, governance, and operational integrity. Each goal directly reflects HHA Washington’s mission to challenge all learners to achieve academic success, develop strong character, and become contributing citizens.

Together, the ten goals provide a comprehensive framework for excellence. They align with the Colorado Charter Schools Act, the Colorado Academic Standards (CAS), the Colorado School Performance Framework (SPF), and federal expectations under ESSA. They also reflect the classical, carefully sequenced instructional philosophy that defines the HHA model and supports equitable outcomes for all students.

Development of Goals and Alignment with State and Federal Standards

HHA Washington’s goals were developed through a collaborative process involving the Board of Directors, school leadership, and instructional staff. Goal-setting was informed by analysis of state and local performance data, Unified Improvement Plan (UIP) priorities, and the established outcomes of the founding Heritage Heights Academy campus. This process ensured alignment with Colorado’s accountability framework and the requirements of the Every Student Succeeds Act (ESSA).

Each goal meets the SMART criteria and is designed to support high academic achievement, equitable outcomes for student subgroups, and strong organizational performance. Progress toward goals is monitored through regular data review cycles, including quarterly leadership reviews and annual reporting through the UIP and governing board accountability processes.

Academic, organizational, and operational goals for HHA Washington, along with supporting evidence of replication readiness, are provided in **Appendix E**.

Together, these exhibits illustrate that HHA Washington’s goals are grounded in demonstrated results, aligned with state and federal standards, and supported by established systems for monitoring, reporting, and accountability monitoring.

Goal One:

On standardized assessments, HHA Washington will perform in the top 10% of schools in the Cherry Creek School District, and/or at least 80% of students will meet or exceed expectations on state assessments.

Measured by: CMAS and CoAlt scores in ELA and Math

Timeline: Baseline established in Year 1; annual improvement targets through Year 4

Strategy: Quarterly analysis of CMAS-aligned benchmarks; targeted instructional coaching for grade levels, content areas, and student subgroups.

Goal Two:

At least 80% of students will demonstrate one year's growth in Reading and Mathematics as measured by STAR Renaissance and CMAS growth data.

Measured by: STAR benchmark growth reports and CMAS growth percentiles

Timeline: Reviewed quarterly; goal achieved annually

Strategy: Teachers set instructional goals with coaches; progress monitoring informs reteaching, grouping, and instructional adjustments.

Goal Three:

If achievement gaps exist between targeted at-risk student subgroups and the general student population, HHA Washington will reduce each gap by at least 15% by Year 4 while maintaining rigorous expectations for all learners.

Measured by: Disaggregated STAR and CMAS data

Timeline: Baseline in Year 1; annual reductions through Year 4

Strategy: Regular MTSS meetings to identify students, monitor progress, and implement equitable supports.

Core Knowledge Implementation and Accreditation Goals

Goal Four:

At least 90% of teachers will participate in Core Knowledge training at least once every two years.

Measured by: PD attendance logs, HR records

Timeline: Ongoing; reviewed annually

Strategy: Training offered through CKF workshops, Liberty Common conferences, internal PD, and the school's train-the-trainer model.

Goal Five:

The Core Knowledge curriculum will be fully delivered each year and aligned with Colorado Academic Standards.

Measured by: Annual review of curriculum maps and instructional plans

Timeline: Reviewed annually for completeness and alignment

Strategy: Instructional coaches meet regularly with grade-level teams to support pacing, sequencing, and curriculum fidelity.

Goal Six:

HHA Washington will pursue recognition as a Core Knowledge School of Distinction when eligible.

Measured by: CK implementation rubric, classroom observations, program fidelity documentation

Timeline: Ongoing; formal pursuit when foundational criteria are met

Strategy: Participation in CKF networks, use of CKF rubrics, and continued internal training to maintain a high level of program integrity.

Organizational Management Goals

Goal Seven:

At least 80% of parents and teachers will rate school climate and culture as satisfactory or higher on annual surveys.

Measured by: Parent surveys (twice yearly) and teacher survey (annually)

Timeline: Reviewed annually and reported to the Board

Strategy: Board and leadership analyze results, celebrate strengths, and set improvement goals. As a performance-rated school with consistently strong culture data, HHA Washington will address survey findings through targeted initiatives rather than the UIP.

Goal Eight:

At least 80% of classroom teachers will be retained each year, excluding separations for health or family reasons.

Measured by: Annual HR retention reports

Timeline: Reviewed annually

Strategy: High-quality onboarding, consistent coaching, professional growth opportunities, and recognition of excellence support staff retention.

Goal Nine:

Each Governing Board member will complete a minimum of four hours of professional development annually.

Measured by: Board PD logs and completion documentation

Timeline: Verified annually

Strategy: Annual governance calendar includes PD in open meetings, conflicts of interest, financial oversight, and best practices, including a Liberty Common site visit.

Facilities Goal

Goal Ten:

HHA Washington will secure a permanent facility in the Cherry Creek School District in time for opening in Fall 2027.

Measured by: Facility acquisition documents, compliance certifications, and financial records

Timeline: Facility identified and secured by 2027

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Strategy: Facilities Committee manages site selection, due diligence, financing, and compliance with state and federal requirements, in coordination with the authorizer.

PURPOSE AND EVIDENCE OF SUPPORT (5)

Purpose and Geographic Area (5A)

Purpose of School

Heritage Heights Academy, Washington Campus (HHA Washington) is proposed to expand access to a high-quality, tuition-free K–8 public charter school within the Cherry Creek School District (CCSD). The school will replicate the established Heritage Heights Academy (HHA) model, offering a Classical Core Knowledge education that emphasizes academic excellence, character development, and a strong partnership between educators and families.

HHA Washington will continue and expand the legacy of its founding campus by pursuing the following purposes:

- **Expand Access to High-Quality Options:** Provide additional rigorous educational opportunities within CCSD by extending a successful Classical Core Knowledge model that supports deep content mastery, strong literacy development, and character formation.
- **Meet Sustained Community Interest:** Offer additional seats to families seeking a structured, content-rich academic program with clearly defined expectations and consistent instructional outcomes.
- **Strengthen Instructional Excellence:** Create a professional environment where teachers are supported through clear expectations, coherent instructional frameworks, and consistent leadership.
- **Serve District Families Locally:** Enable CCSD families to access a high-performing classical education model within the district, reducing the need to seek similar options elsewhere.

These design priorities align with the Colorado Charter Schools Act (C.R.S. § 22-30.5-102), which encourages schools that expand high-quality public school options, increase parental choice, and promote academic excellence through effective instructional approaches.

Since its founding, Heritage Heights Academy has demonstrated consistent operational stability, strong academic results, and high parent satisfaction. The founding campus has met planned enrollment goals year after year, including during facility expansion, reflecting sustained community confidence in the model.

The timing of this expansion reflects readiness rather than urgency. The founding campus has reached a level of institutional maturity at which instructional systems are firmly established, leadership capacity is strong, and replication can proceed without compromising program fidelity.

Parent and community letters reinforce that families are intentionally seeking a school environment defined by clear academic expectations, strong character formation, and consistent partnership.

Geographic Area of Intended Service

Although enrollment will be open to all Colorado students consistent with state open-enrollment law, HHA Washington will primarily serve students residing within Cherry Creek School District. The school intends to locate in the northern region of the district, with the final site to be determined as facility planning is completed.

Enrollment Area and Facility Planning

HHA Washington will not operate within a defined attendance boundary. Final enrollment patterns will reflect family choice and school enrollment processes.

Facility planning for HHA Washington is led by the Board’s Facilities Committee and is addressed in detail in the Facilities section of this application. Site selection will prioritize safety, accessibility, transportation feasibility, and long-term alignment with the school’s educational program and planned K–8 growth.

Student Residency and Statutory Compliance

Based on aggregated intent-to-enroll submissions, historical enrollment patterns at the founding campus, and geographic review of prospective families, a substantial majority of students projected to enroll at HHA Washington are expected to reside within Cherry Creek School District, with additional interest from contiguous districts. These projections demonstrate compliance with statutory requirements regarding student residency within the authorizing district and adjoining areas.

Clarification Regarding Current School Data

The original Intent to Enroll form collected student grade level, contact information, and residential information but did not request the student’s current school of attendance. As a result, the submitted interest data reflects grade-level demand but does not disaggregate by current school.

Based on family communications, informational meeting attendance, and ongoing enrollment inquiries, interest reflects families currently enrolled in multiple Cherry Creek School District elementary and middle schools, as well as private and homeschool settings. Future enrollment interest tracking will include current school data to provide additional clarity regarding feeder patterns and community representation.

Regional Enrollment Context and District Alignment

Cherry Creek School District offers a diverse portfolio of traditional and charter public school options. HHA Washington will complement this landscape by providing a classical, content-rich K–8 model that expands programmatic diversity without duplicating existing offerings. The school will enroll students through family choice from across CCSD rather than from a single attendance boundary, supporting balanced enrollment patterns and alignment with district growth priorities.

Overall Student Profile

HHA Washington is designed as a direct replication of HHA's K–8 academic program, instructional philosophy, and school culture. Based on districtwide demographic patterns and multi-year enrollment demand, the school anticipates enrolling a student population broadly representative of Cherry Creek School District.

Because the facility location is still being finalized, projected enrollment draws on:

- Districtwide demographic patterns
- Enrollment trends at the founding HHA campus
- Aggregated intent-to-enroll data by grade level
- Sustained multi-year interest from families with children across age groups

This approach allows the school to remain responsive to community need while finalizing its long-term site plan.

Demographic Context

Cherry Creek School District serves approximately 53,000 students and reflects broad socioeconomic and cultural diversity. Current districtwide indicators include:

- **Race/Ethnicity:**
White (44.8%), Hispanic/Latino (24.8%), Black/African American (11.4%), Asian (8.4%), Two or More Races (9.8%)
- **Student Groups:**
Free/Reduced-Price Lunch (36.3%), English Learners (16.1%), Students with Disabilities (14.4%), Gifted and Talented (7.6%)

These indicators provide an important baseline for understanding the diverse population HHA Washington is expected to serve.

Alignment with Existing HHA Enrollment Patterns

The founding Heritage Heights Academy campus demonstrates a strong record of serving a diverse cross-section of Cherry Creek School District families. Current enrollment data reflect the following student demographics:

- **Race/Ethnicity:**
White (40.1%), Hispanic/Latino (8.9%), Black/African American (27.3%), Asian (15.4%), Two or More Races (7.8%)
- **Student Groups:**
Free/Reduced-Price Lunch (40.2%), English Learners (21.2%), Students with Disabilities (9.3%), Gifted and Talented (0.9%)

These enrollment patterns closely mirror—and in some areas exceed—districtwide demographics, particularly for multilingual learners and economically disadvantaged students. This established experience demonstrates HHA’s capacity to recruit, enroll, and support a diverse student population equitably and provides a strong foundation for responsible replication within Cherry Creek School District.

Culturally Responsive and Targeted Outreach

To reach a diverse cross-section of families, particularly within northern and western Cherry Creek School District, HHA Washington will implement a multilingual, community-centered outreach strategy that includes:

- Engagement with local preschools, childcare centers, and community organizations
- Distribution of multilingual enrollment materials in the most common home languages in CCSD
- Enrollment information sessions hosted at both the founding HHA campus and community-based venues
- Partnerships with organizations serving multilingual and low-income families
- Use of district-aligned communication channels to ensure broad awareness of enrollment timelines

This outreach approach supports broad community access and ensures that families understand enrollment opportunities.

Evidence of Equitable Outcomes and Family Confidence

Academic outcomes from the founding Heritage Heights Academy campus demonstrate that the school’s Classical Core Knowledge model is not only rigorous, but equitable and effective for a diverse student population. Students across subgroups experience strong academic growth over time, particularly as they remain enrolled and benefit from the coherent K–8 instructional sequence.

The 2025 School Performance Framework indicates that:

- Middle school students perform in the 84th–85th percentile in English Language Arts and Mathematics
- Students who are economically disadvantaged, students of color, and multilingual learners consistently meet or exceed state expectations

- English Learners demonstrate exceptional progress toward proficiency, with 83 percent on track and an overall “Exceeds” rating
- Mathematics performance is a sustained strength across grade levels, with all student subgroups scoring in the “Meets” range or higher

Evidence of Community Support (5B)

Parent and Student Interest (C.R.S. 22-30.5-106(d))

HHA Washington has collected aggregated, non-binding Letters of Intent to Enroll from families who have expressed interest in enrolling their children in the proposed school. Submissions are compiled by grade level for the proposed opening configuration and are presented without personally identifiable student information.

For the proposed opening configuration of grades K–4, aggregated intent-to-enroll submissions fully support the planned enrollment of 260 students (two sections per grade). Interest is distributed across all five opening grades, indicating broad and balanced demand consistent with a sustainable launch and the school’s phased growth plan.

In addition to families seeking immediate enrollment, HHA Washington has also received aggregated Letters of Intent from families with younger children who anticipate enrolling in future years. These submissions provide supplemental evidence of sustained, long-term interest in the HHA model as the school expands toward a full K–8 configuration.

Intent-to-enroll submissions reflect interest from families residing across Cherry Creek School District, with a concentration in the northern region of the district. This pattern aligns with the Board’s intent to locate the school in response to documented family demand and demonstrates that HHA Washington will serve families who currently have limited access to a Core Knowledge charter option within CCSD.

A summary table of aggregated intent-to-enroll submissions by grade level for the proposed opening year is included in **Appendix C**. A representative sample of the non-binding Intent to Enroll form is included in the appendices to demonstrate compliance with non-discrimination and enrollment requirements.

Community and Partnership Support

HHA Washington is supported by established education and community partners whose endorsements reflect confidence in HHA’s leadership, academic model, and readiness to replicate within Cherry Creek School District. Letters of support demonstrate both institutional trust and documented community demand, particularly among families seeking rigorous and culturally responsive public education options.

Key letters of support include:

- **Colorado Schools Fund** – Affirms organizational capacity, governance strength, and readiness to scale responsibly.
- **Metropolitan State University of Denver, School of Education** – Supports alignment with educator preparation and teacher pipeline development.
- **Public Education & Business Coalition (PEBC)** – Documents a multi-year partnership supporting alternative licensure and teacher residency pathways.
- **African Leadership Group (ALG)** – Expresses strong support among African immigrant families and communities of color seeking high-quality public school options.

These partnerships demonstrate that HHA Washington enters the authorization process with meaningful community relationships and institutional support aligned to instructional quality, educator development, and equitable access.

Letters of support from parents, community members, and education partners are provided in **Appendix C**.

Summary of Purpose and Alignment to Mission

Heritage Heights Academy, Washington Campus is a deliberate and capacity-driven replication of a proven K–8 model with demonstrated academic success and operational stability. The proposed campus responds to sustained family demand, reflects Cherry Creek School District demographics, and expands access to a rigorous Classical Core Knowledge program grounded in academic excellence and character formation.

By replicating an established and high-performing instructional model, HHA Washington will strengthen CCSD’s portfolio of public school options while maintaining fidelity to its mission of developing knowledgeable scholars, critical thinkers, and contributing citizens.

STUDENT ACHIEVEMENT AND CURRICULUM (6)

Education Program (6A)

Heritage Heights Academy, Washington Campus (HHA Washington) will replicate the academically rigorous, character-centered model that has driven the success of Heritage Heights Academy (HHA). The school’s educational philosophy is grounded in a structured classical approach that emphasizes coherent content, systematic skill development, and intentional character formation. Instruction is anchored in the Core Knowledge Sequence and supported by research-based practices including direct instruction, guided practice, Socratic discussion, and systematic review.

Throughout this application, “Classical Core Knowledge” refers to HHA’s defined instructional model, while references to “classical education” describe the broader educational principles that inform instructional practice.

Educational Philosophy and Instructional Model

Instruction at HHA Washington emphasizes disciplined inquiry and respectful dialogue. Students are taught to engage texts and ideas thoughtfully by examining evidence, considering multiple perspectives, and withholding judgment until they fully understand an argument. Teachers receive ongoing training and coaching to model and facilitate this practice, ensuring that classroom discussions remain rigorous, inclusive, and academically grounded.

HHA Washington believes that every student benefits from a coherent, cumulative, content-rich education. The Core Knowledge Sequence provides a clearly defined, grade-by-grade progression of knowledge in literature, history, geography, civics, science, art, and music. This shared academic foundation builds cultural literacy, vocabulary, conceptual understanding, and critical reasoning across grade levels, positioning students for long-term academic success.

The classical approach complements Core Knowledge through:

- Exposure to enduring works of literature and primary sources that shape civic and intellectual development
- Structured writing and grammar instruction that builds clarity, precision, and analytical skill
- Socratic questioning that fosters reasoning, curiosity, and civil discourse
- Daily routines that strengthen habits of attention, perseverance, and responsibility

School culture reinforces this academic model through a comprehensive character and behavior framework that includes:

- **Character Education**, which develops habits of mind and heart such as respect, responsibility, perseverance, and honesty, providing a consistent character vocabulary for students and staff.
- **Love and Logic**, which supports calm, relationship-centered classroom management and helps students develop personal responsibility and self-regulation in a supportive environment.
- **Restorative Conversations**, a practice used by HHA to help students reflect on their choices, repair harm, and strengthen relationships. These brief, structured conversations guide students in taking ownership of their behavior and understanding its impact, aligning with the school’s emphasis on personal character, integrity, and community.
- **Overcoming Obstacles**, a K–12 life-skills and social-emotional learning curriculum used throughout HHA to build students’ communication, problem-solving, decision-making, and interpersonal skills. Lessons reinforce the character themes of core character traits and provide practical tools for navigating challenges, working collaboratively, and developing resilience.

Together, these systems create a warm, orderly, and focused learning environment in which expectations are clear, character is intentionally developed, and academic rigor is sustained. This unified academic and cultural model is a defining strength of HHA and will be faithfully replicated at HHA Washington.

Research Base Supporting the Model

A substantial body of research affirms the effectiveness of a coherent, knowledge-rich curriculum, such as the Classical Core Knowledge model used at HHA Washington, in promoting strong academic outcomes and advancing educational equity. Scholars have long demonstrated that *background knowledge is a central driver of reading comprehension, reasoning, and long-term academic success*. Cognitive scientist Daniel Willingham notes that content knowledge is one of the strongest predictors of comprehension because readers must bring substantial prior knowledge to make sense of complex texts and ideas.¹

E.D. Hirsch Jr., founder of the Core Knowledge Foundation, argues that a coherent, cumulative sequence of grade-level content ensures that all students develop a shared foundation of academic and cultural knowledge through school, regardless of background. This shared cultural and academic knowledge base functions as a powerful equity strategy, helping to narrow achievement and opportunity gaps for students who may not otherwise receive such exposure.² Hirsch’s analyses, combined with Core Knowledge Foundation research, show that systematically building knowledge across subjects enables students, especially multilingual learners and students from low-income households, to accelerate vocabulary development,

¹ Daniel T. Willingham, *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads* (San Francisco: Jossey-Bass, 2017).

² E.D. Hirsch Jr., “Narrowing the Two Achievement Gaps,” Core Knowledge Foundation, 2023.

comprehension, and academic performance.³ At HHA Washington, these research principles are operationalized through explicit instructional practices, coherent curriculum sequencing, and systematic monitoring of student progress.

These principles have been validated in longitudinal studies of Core Knowledge schools. A University of Virginia study examining multi-year implementation found that students in Core Knowledge programs outperformed their peers by approximately sixteen percentile points, with gains large enough in one lower-income school to eliminate income-related achievement gaps.⁴ Additional independent evaluations show measurable improvement in vocabulary, background knowledge, and reading outcomes for English Learners and economically disadvantaged students engaged in coherently sequenced, content-based curricula.⁵

Collectively, this research demonstrates that a structured, cumulative content sequence not only strengthens core academic skills but also promotes equity by ensuring all students, regardless of background, have access to the knowledge they need to thrive. These findings align closely with the needs and demographic diversity of the Cherry Creek School District (CCSD) and support the rationale for replicating this model through HHA Washington.

Student Performance Standards and Expected Outcomes

HHA Washington is committed to high academic expectations for all students. The school's formal goals, objectives, and student performance standards are outlined in Section 4 of this application and are adopted by the Board of Directors.

At a minimum, HHA Washington expects students to:

- Meet or exceed Colorado School Performance Framework (SPF) expectations for Academic Achievement and Academic Growth
- Demonstrate at least one year of academic growth annually in reading and mathematics
- Reduce achievement gaps among identified at-risk student subgroups while maintaining rigorous expectations for all learners

These expectations are operationalized through measurable annual SPF percentile, growth, and subgroup targets described in Section 6B.

³ E.D. Hirsch Jr., *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theories* (Cambridge, MA: Harvard Education Press, 2016).

⁴ University of Virginia Curry School of Education, "Study: Knowledge-Rich Curriculum Significantly Boosts Reading Scores," 2020.

⁵ Susan B. Neuman and Tanya S. Wright, "The Magic of Words: Teaching Vocabulary in the Early Childhood Classroom," *American Educator* 40, no. 2 (2016).

Academic Accountability (6B)

HHA Washington will be accountable under Colorado’s School Performance Framework (SPF), including the Academic Achievement, Academic Growth, and Growth Gap indicators applicable to K–8 schools. Annual performance targets are aligned directly to these state accountability measures and position the school to meet or exceed Performance Plan status beginning in Year 1, with sustained improvement thereafter.

District Context and Demonstrated Effectiveness of the Model

Cherry Creek School District’s 2024 Performance Framework reflects strong overall district performance with an Accredited rating, while identifying persistent challenges in achievement and growth for students with disabilities and multilingual learners. These priorities underscore the importance of instructional models that combine academic rigor with structured and responsive supports.

Heritage Heights Academy’s founding campus provides evidence that its Classical Core Knowledge model supports strong outcomes across student groups. Performance data demonstrate that HHA meets or exceeds district averages in multiple subject areas, with middle school results showing Exceeds Expectations growth for minority students. These outcomes demonstrate that the model HHA Washington will replicate is both academically rigorous and responsive to diverse learners.

Demonstrated Academic Results

Results from the founding campus illustrate sustained academic strength and accelerating subgroup performance.

English Language Arts (2024–25):

- 47.7% met or exceeded expectations (CCSD: 48.2%)
- FRL students outperformed district peers (52.2% vs. 25.4%)

Mathematics (2024–25):

- 46.6% met or exceeded expectations (CCSD: 42.8%)
- FRL students outperformed district peers (40.2% vs. 20.1%)

Middle School Growth:

- Exceeds Expectations growth in ELA, Mathematics, and Science for minority students

These results demonstrate that sustained participation in the Core Knowledge sequence strengthens performance over time and supports meaningful gap reduction.

Proposed Academic Performance Targets

The Board-adopted goals above establish the school’s long-term aspirational performance expectations. In addition to these goals, HHA Washington will be held accountable through Colorado’s School Performance Framework (SPF) and measurable annual targets aligned to state-defined Academic Achievement and Academic Growth metrics. The following proposed targets establish a realistic and responsible trajectory toward the Board’s long-term performance expectations while ensuring compliance with state accountability standards.

Because HHA Washington will open as a new campus, Year 1 results will establish its initial SPF baseline. Targets are informed by the founding campus’s 2025 SPF score (68.7/100, Performance Plan) and reflect a trajectory toward upper-tier statewide performance.

Academic Achievement - Proposed Achievement Targets

Year	Target
Year 1	At or above 50th percentile statewide (Meets)
Year 2	At or above 60th percentile statewide
Year 3	At or above 70th percentile statewide
Year 4	At or above 75th-80th percentile statewide (approaching Exceeds)

These benchmarks align with SPF Academic Achievement percentile cut points.

Academic Growth - Median Growth Percentile (MGP)

Year	Target
Year 1	MGP \geq 50 (Meets)
Year 2	MGP \geq 55
Year 3	MGP \geq 60
Year 4	MGP \geq 60-65 (Approaching Exceeds)

Growth targets align with SPF benchmarks, where an MGP of 50 reflects “Meets” and 65 reflects “Exceeds.”

Overall SPF Points

Year	Target
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Year 1	Performance Plan ($\geq 53\%$)
Year 2	$\geq 60\%$ of total points
Year 3	$\geq 65\%$ of total points
Year 4	$\geq 70\%$ of total points

These targets reflect the combined weighting of Academic Achievement (40%) and Academic Growth (60%) for K–8 schools and ensure sustained Performance Plan status beginning in Year 1.

Subgroup / Gap Target

Year	Target
Year 1	Establish subgroup baseline
Year 2	Reduce gaps by 5%
Year 3	Reduce gaps by 10%
Year 4	Reduce gaps by 15%

Baseline subgroup data will be established in Year 1, with annual reduction targets aligned to SPF Growth Gap indicators and disaggregated performance measures.

Monitoring, Reporting, and Corrective Action

Academic performance data will be reviewed quarterly by school leadership and at least twice annually by the Governing Board. Participation rates under SPF accountability requirements will be monitored to ensure full compliance with state expectations.

If annual targets are not met, HHA Washington will implement a documented corrective action plan that may include:

- Targeted professional development
- Instructional coaching
- Curriculum or pacing adjustments
- Intensified MTSS supports
- Reallocation of instructional resources

Corrective actions will be incorporated into the Unified Improvement Plan (UIP) and monitored through interim benchmark assessments and subsequent data review cycles.

Development and Alignment of Goals

HHA Washington’s accountability system is grounded in clearly defined academic and organizational goals developed collaboratively by the Board of Directors and Executive Director, with input from instructional leadership.

Goal development is informed by:

- Colorado Academic Standards
- SPF accountability indicators
- District performance priorities
- HHA Unified Improvement Plan focus areas
- Historical achievement and growth trends at Heritage Heights Academy

All goals meet SMART criteria and align directly with SPF Academic Achievement, Academic Growth, and Growth Gap indicators. Progress is reviewed quarterly and reported annually through the UIP, CCSD accreditation processes, and Board monitoring structures.

Curriculum (6C)

HHA Washington will replicate the proven K–8 instructional program of Heritage Heights Academy, implementing a coherent, knowledge-rich curriculum grounded in the Core Knowledge Sequence and classical instructional practices. Across all subject areas, instruction is intentionally aligned, cumulative, and sequenced to ensure that students build deep understanding over time. High-quality curricular materials, explicit teaching practices, and consistent expectations across classrooms support strong academic outcomes and equitable access to rigorous content for all learners.

Curriculum Framework and Design

HHA Washington will implement a cohesive curriculum aligned fully to the Colorado Academic Standards (CAS) while preserving the integrity of the Core Knowledge Sequence. Curriculum maps, assessments, and pacing guides explicitly reflect CAS alignment.

Oversight includes:

- **Annual curriculum reviews** conducted by Administration and instructional coaches;
- **Weekly classroom observations** to monitor pacing, rigor, and alignment;
- **Collaboration meetings** to ensure consistent expectations in each grade;
- **Curriculum audits** comparing Core Knowledge scope and sequence to Colorado Academic Standards.

This system ensures that instruction meets state and district expectations while maintaining the classical program that defines HHA.

The instructional model is further detailed in **Appendix E**, which outlines the academic program, instructional practices, and service delivery approaches for multilingual learners and students with disabilities.

English Language Arts

Grades K–5: Foundational Literacy and Knowledge-Building

In grades K–5, HHA Washington implements a systematic literacy program aligned with Core Knowledge Language Arts (CKLA) and classical instructional principles. Early instruction prioritizes the foundational skills and background knowledge essential for long-term reading success.

Students engage in:

- Explicit, systematic instruction in phonemic awareness and phonics
- Decoding and fluency practice through guided reading and structured repetition
- Vocabulary and oral language development reinforced through rich, teacher-led discussion
- Daily read-alouds aligned to Core Knowledge domains, exposing students to literature, history, science, and world cultures beyond their independent reading level
- Structured comprehension instruction, including summarization, questioning strategies, narrative analysis, and text-based written responses

As students progress through the elementary grades, instruction shifts intentionally from “learning to read” to “reading to learn.” Students analyze increasingly complex texts, write about what they read, and build the academic background knowledge that supports comprehension across all subject areas.

Beginning in Grade 3 and continuing through Grade 8, all students complete an annual research paper. Through this process, students learn to locate and evaluate sources, organize ideas logically, cite evidence appropriately, and present findings clearly, skills that prepare them for advanced middle school and high school writing expectations.

Grades 6–8: Deep Literacy, Analytical Thinking, and Persuasive Expression

In grades 6–8, HHA Washington implements a classical literacy program designed to develop confident thinkers and skilled communicators. Students engage with Junior Great Books, using close-reading routines to analyze complex texts, draw inferences, evaluate arguments, and examine enduring themes.

Writing instruction becomes increasingly rigorous and purposeful. Through analytical and persuasive writing, students learn to construct logical arguments, integrate textual evidence, and refine their work through structured feedback cycles. The HAKE Grammar

and Writing program provides explicit instruction in grammar, syntax, and composition, enabling students to write with precision, clarity, and control.

Instruction is further strengthened through Socratic discussions and structured debate, which require students to articulate ideas clearly, listen actively, and respond thoughtfully to multiple perspectives. These discourse-based practices develop intellectual confidence, respectful dialogue, and reasoned argumentation, core outcomes of the school’s classical model.

Together, these elements ensure that middle school students move fully into “reading to learn,” emerging as articulate, analytical, and civically minded young scholars.

Grade 8 Capstone: Mastery of Writing, Research, and Oral Presentation

The Grade 8 Capstone serves as the culminating demonstration of HHA Washington’s literacy and classical instruction. Students complete:

- A formal, multi-source research paper demonstrating advanced analytical writing
- An oral presentation supported by structured argumentation and visual evidence
- A synthesis project integrating historical knowledge, literature, and character development

This capstone reflects the cumulative impact of a coherent K–8 Classical Core Knowledge education and demonstrates students’ readiness for high school coursework.

Mathematics

Grades K–5: Conceptual Foundations, Number Sense, and Mathematical Fluency

In grades K–5, HHA Washington implements *Dimensions Math*, a rigorous, Singapore-based mathematics curriculum that emphasizes deep conceptual understanding, strong number sense, and procedural fluency. Instruction is intentionally structured to help students understand why mathematical concepts work before applying them, supporting durable learning and transfer.

Students engage in:

- Concrete–pictorial–abstract (CPA) instructional sequences
- Mathematical modeling using visual representations and number relationships
- Multi-step problem-solving that builds persistence and logical reasoning
- Frequent opportunities to explain thinking verbally and in writing

To strengthen automaticity, numerical flexibility, and mental computation, instruction is supplemented with *Mastering the Basic Math Facts* (O’Connell & SanGiovanni). This approach emphasizes:

- Fact fluency grounded in conceptual understanding rather than rote memorization

- Pattern recognition and strategic thinking
- Development of mental math skills that support higher-level problem solving

Together, these components ensure that students develop a strong sense of number, magnitude, and relationships, forming a mathematical foundation that supports success in later algebraic study.

Grades 6–8: Pre-Algebra, Algebraic Reasoning, and Mathematical Coherence

In grades 6–8, HHA Washington implements *Math and You*, a coherent, conceptually grounded mathematics program designed to prepare students for success in high school mathematics. Instruction emphasizes proportional reasoning, algebraic thinking, and the justification of mathematical reasoning, with increasing levels of abstraction across the middle school years.

Across grades 6–8, students develop:

- Proportional reasoning and analysis of numerical relationships
- Algebraic thinking, including expressions, equations, and functional relationships
- Use of multiple representations (symbolic, graphical, and numerical) to justify reasoning
- Application of mathematical concepts to real-world and abstract problem-solving contexts

Instruction is intentionally sequenced so that students build a strong pre-algebra foundation in the earlier middle school grades and complete Algebra by Grade 8, consistent with the school’s vertically aligned K–8 mathematics progression. Throughout this sequence, emphasis is placed on conceptual understanding, reasoning, and mathematical communication rather than acceleration alone.

This coherent middle school mathematics sequence ensures continuity from the elementary Core Knowledge foundation and supports a smooth transition into high school coursework, with students prepared for continued success in advanced mathematics.

Science

Grades K–5: Core Knowledge Science

In grades K–5, HHA Washington implements Core Knowledge Science through a coherent, cumulative sequence that builds foundational scientific understanding. Instruction combines hands-on investigation with explicit content instruction and vocabulary development to prepare students for advanced scientific learning.

Students engage regularly in observation, guided inquiry, and structured investigations that reinforce core scientific ideas across life science, earth science, and physical science. Lessons are designed to connect concepts across units and grade levels, helping students

understand science as an integrated body of knowledge rather than a series of isolated topics. Instruction emphasizes evidence-based reasoning, clear explanation of ideas, and precise use of scientific language.

Through consistent engagement with scientific practices, such as asking questions, planning investigations, analyzing data, and constructing explanations, students build habits of curiosity, accuracy, and analytical thinking that support long-term achievement in science and related disciplines.

Grades 6–8: Inquiry, Experimentation, and Scientific Reasoning (FOSS)

In grades 6–8, HHA Washington implements FOSS (Full Option Science System), a lab-centered curriculum that emphasizes inquiry, experimentation, and scientific reasoning. Students participate in hands-on investigations that require them to design experiments, collect and interpret data, and apply scientific principles to real-world phenomena.

Instruction deepens students' understanding of scientific concepts while strengthening their ability to evaluate evidence, communicate findings clearly, and reason through complex problems. As students progress through middle school, expectations for precision, independence, and analytical thinking increase, preparing them for the demands of high school science coursework.

Planned Curriculum Alignment

As Core Knowledge Science becomes fully available for grades 6–8, HHA Washington intends to transition to this program to maintain a fully coherent, vertically aligned K–8 science sequence. This planned transition will further strengthen continuity of content, reinforce shared background knowledge, and support sustained academic growth across grade levels.

History, Geography, Civics, and Economics

HHA Washington will implement the Core Knowledge History & Geography Sequence across grades K–8, providing students with a coherent, cumulative understanding of human history, civic life, and the world's physical and cultural geography. Instruction is intentionally sequenced to build chronological understanding over time, helping students place events, ideas, and movements within a meaningful historical framework rather than studying topics in isolation.

Students develop geographic literacy through the consistent use of maps, spatial reasoning, and regional studies that deepen understanding of place, environment, and global interconnections. Civics and economics are woven throughout the curriculum, introducing students to foundational concepts such as citizenship, governance, rights and responsibilities, markets, trade, and economic decision-making in developmentally appropriate ways.

As students progress through the grades, they engage increasingly with primary sources, historical narratives, and informational texts that require careful reading, interpretation, and perspective-taking. Instruction emphasizes cause-and-effect relationships, comparison across time periods and cultures, and analysis of historical decisions and their consequences. Students study the American Founding alongside world civilizations, developing both national context and global perspective.

Through systematic content development and intentional revisiting of key ideas across grade levels, all students build a shared foundation of historical, civic, and economic understanding. This approach strengthens comprehension, critical thinking, and civic literacy, preparing students for advanced study and informed participation in civic life.

Specials and Enrichment

Art and Music

Art and music instruction at HHA Washington are integral components of the school's classical curriculum rather than stand-alone enrichment subjects. Instruction is intentionally aligned with Core Knowledge topics and historical periods studied in literature, history, and science, reinforcing interdisciplinary learning and cultural understanding.

Students study significant works of art and music within their historical and cultural contexts, developing appropriate vocabulary and an understanding of artistic traditions across civilizations and time periods. Instruction emphasizes both appreciation and creation. Students analyze major works, composers, and artistic styles and apply their learning through original artistic and musical expression.

This integrated approach strengthens comprehension, deepens background understanding, and supports the development of creativity, discipline, and aesthetic judgment, all of which are central aims of a classical education.

Physical Education

Physical education at HHA Washington supports the whole child by promoting physical competence, personal wellness, and positive social interaction. Instruction is aligned with the Colorado Comprehensive Health and Physical Education Standards and emphasizes lifelong fitness habits alongside skill development.

Students engage in activities that build movement competence, coordination, and endurance while also learning about health, fitness, and personal responsibility. Instruction reinforces teamwork, sportsmanship, and perseverance, supporting the school's broader character education goals and contributing to a balanced, developmentally appropriate school experience.

Latin Vocabulary (K–8)

Latin instruction is an important component of the instructional schedule at HHA Washington and reflects the school’s intentional commitment to language development within a classical education framework. Students receive direct instruction in high-frequency Latin vocabulary, root words, and translation skills, with an emphasis on understanding how Latin roots, prefixes, and suffixes appear in English academic language. Instruction occurs during regularly scheduled class periods, with concepts reinforced by homeroom and elementary classroom teachers when aligned to Core Knowledge topics and grade-level vocabulary development. This ensures that Latin study is integrated into daily learning rather than treated as an incidental or enrichment-only activity.

This structured approach strengthens students’ understanding of English vocabulary, grammar, and word structure, supporting reading comprehension and precision in writing across content areas. As academic texts become increasingly complex in upper elementary and middle school, Latin study equips students with tools to decode unfamiliar terminology and access advanced content with confidence.

In addition to reinforcing literacy, Latin instruction prepares students for future world language study and supports the school’s emphasis on disciplined thinking, attention to detail, and mastery of foundational skills. By embedding Latin as a formal part of the daily schedule, HHA Washington ensures consistent, developmentally appropriate exposure that contributes meaningfully to students’ long-term academic success.

Technology Integration to Support Instruction and Learning

HHA Washington uses technology intentionally and strategically to support instruction, assessment, communication, and organization while preserving the school’s classical, teacher-led instructional model. Technology serves as a supportive tool rather than a substitute for direct instruction, discussion, or sustained reading and writing.

In the elementary grades, technology use is limited and developmentally appropriate. Students build foundational digital literacy skills such as keyboarding, responsible use, and basic productivity, while the instructional emphasis remains on hands-on learning, print-based texts, oral language development, and focused attention.

In the middle grades, technology is used more regularly to support academic productivity and independent work. Students use digital tools to:

- Draft, revise, and edit writing assignments
- Conduct guided research and organize sources
- Prepare presentations and capstone projects
- Access assignments, feedback, and materials through Google Classroom

Across all grade levels, teachers use technology primarily to support instructional planning, assessment, and communication rather than as the primary mode of content delivery.

Classroom instruction continues to emphasize explicit teaching, guided practice, discussion, and cumulative knowledge-building.

Instructional Practices Aligned With Mission and Vision

The mission of Heritage Heights Academy, Washington Campus (HHA Washington), to develop knowledgeable scholars, critical thinkers, and contributing citizens, guides all instructional practices. Daily instruction reflects the school’s classical philosophy that students thrive in structured, purposeful learning environments where knowledge builds cumulatively and expectations remain consistently high.

Across classrooms, instruction emphasizes clarity, coherence, and intentional sequencing. Teachers deliver explicit instruction, provide guided practice, and engage students in meaningful academic discourse. These practices ensure that all students, regardless of background or prior experience, have access to rigorous, grade-level content and the support necessary to succeed.

Instructional coaches reinforce fidelity to the Core Knowledge Sequence and provide ongoing professional development and feedback to maintain consistency and quality across classrooms.

Differentiation of Instruction According to Student Needs

Differentiation occurs primarily within high-quality core instruction and is guided by ongoing evidence of student learning. Teachers use benchmark assessments, formative classroom checks, unit assessments, and analysis of student work to identify learning needs early and adjust instruction responsively.

Within the core instructional program, teachers differentiate by:

- Using flexible grouping based on demonstrated mastery and progress
- Designing scaffolded assignments that preserve access to grade-level content
- Providing targeted vocabulary and background knowledge instruction
- Reteaching essential skills through explicit instruction and guided practice
- Offering enrichment extensions for advanced learners

General education teachers collaborate with special education and English language development staff to integrate accommodations and language supports into daily lessons. When classroom-level differentiation is insufficient, teachers refer students to the MTSS process for additional review and intervention.

By differentiating within a coherent instructional framework, HHA Washington maintains rigor while responding to individual student needs.

Curriculum Coherence and Alignment Processes

HHA Washington maintains strong horizontal and vertical alignment to ensure instructional coherence. The Core Knowledge Sequence provides a vertically aligned framework, while regular grade-level collaboration supports horizontal consistency.

Teachers meet regularly to:

- Review pacing and unit progression
- Analyze student work
- Coordinate assessments
- Adjust instruction based on evidence

School leadership supports this process through instructional walkthroughs, lesson reviews, and structured feedback cycles. These systems ensure alignment among the written, taught, and assessed curriculum.

Reading Beyond the School Day

Independent reading is a core expectation and reinforces literacy development beyond classroom instruction. Homework expectations follow established HHA practice of approximately ten minutes per grade level per night, in addition to twenty minutes of independent reading each evening.

- Grades K–3 emphasize foundational literacy skills.
- Grades 4–8 engage increasingly complex texts to build stamina and comprehension.

The school maintains grade-level reading lists aligned with Core Knowledge content and classical literature and implements a structured summer reading program to promote continuity between academic years. Optional summer mathematics practice may also be provided to reinforce key skills.

High School Transition Planning (Grades K–8)

Preparation for high school is embedded within the K–8 academic program through mastery of grade-level standards, increasing academic responsibility, and exposure to long-term goal setting.

Although Individual Career and Academic Plans (ICAP) are not formally required at the K–8 level, HHA Washington introduces age-appropriate goal-setting and career awareness beginning in upper elementary grades. Students engage in:

- Reflective goal-setting
- Exposure to a range of careers
- Preparation for high school course planning in grades 7–8

The school provides families with guidance regarding high school options and communicates academic summaries as appropriate to receiving schools. These practices ensure students transition to high school with strong academic preparation and clear expectations.

The instructional model, curriculum structure, and core instructional practices are further described in **Appendix E**.

Assessment Systems (6D)

HHA Washington will implement a comprehensive assessment system that includes STAR Renaissance Reading and Math as universal screeners administered three times annually; CDE-approved K–3 diagnostic tools aligned to the READ Act; curriculum-embedded unit assessments; ongoing formative classroom checks; and STAR progress monitoring assessments for students receiving targeted MTSS supports. State assessments including CMAS, CoAlt, and ACCESS for ELLs will be administered annually in accordance with district and state requirements. The system is intentionally designed to provide timely, reliable information for instructional oversight and goal monitoring, rather than functioning as a collection of disconnected measures.

The assessment framework aligns with the Colorado Academic Standards, ESSA accountability requirements, the Colorado READ Act, and Cherry Creek School District expectations. It incorporates curriculum-embedded formative assessments, universal screeners, interim benchmarks, and required state and federal summative assessments. Together, these measures provide a balanced view of student performance across grade levels and content areas, allowing the school to monitor mastery, academic growth, and subgroup outcomes over time.

Assessment administration, data integrity, and reporting are managed in accordance with CCSD testing calendars, CDE security protocols, and all applicable participation and reporting requirements. Assessment results are reviewed by school leadership and the Data Team and are reported through established district and state systems, including PowerSchool, STAR and CMAS dashboards, and CCSD accreditation processes.

Assessment data are used to monitor progress toward schoolwide goals, evaluate the effectiveness of the instructional program, and inform leadership-level decisions related to curriculum implementation, professional development priorities, and resource allocation.

Ensuring Mastery of Content Objectives and Standards

Within HHA Washington’s assessment framework, mastery of content is the organizing principle that connects curriculum design, daily instruction, and evaluation of student learning. Teachers plan instruction aligned with the Core Knowledge Sequence and the Colorado Academic Standards, establishing clear daily learning targets that define the knowledge and skills students are expected to acquire.

Instructional practices that support mastery include:

- Explicit instruction with clear modeling
- Guided practice with immediate feedback
- Structured independent practice

Student understanding is monitored through daily checks for understanding and frequent formative measures, with more detailed assessment practices described in the Assessment and Data Use section.

Grade-level and cross-grade planning meetings support instructional consistency and coherence, while instructional leaders reinforce high-quality practice through classroom observations, modeling, and feedback.

Together, these practices ensure that instruction, intervention, and assessment work in concert to support mastery for all students.

Required State & Federal Assessments

HHA Washington will administer all state and federally required assessments in accordance with CCSD's annual testing calendar, including CMAS, CoAlt, WIDA ACCESS, and READ Act assessments, as applicable by grade level and student eligibility. All assessments are administered by trained staff under the supervision of the School Assessment Coordinator and in compliance with security, accessibility, training, and reporting requirements. Families receive annual communication outlining assessment purposes, schedules, and participation requirements.

Accreditation & Reporting Compliance (C.R.S. 22-7-406-409)

HHA Washington will fully comply with the Colorado Education Accountability Act and CCSD accreditation requirements, including participation in required assessments, READ Act reporting, UIP submission, maintenance of assessment security documentation, and reporting of disaggregated subgroup performance data. School leadership prepares annual accreditation and performance reports for the Governing Board and CCSD to ensure transparency and accountability.

Detailed assessment tools, schedules, and usage are provided in **Appendix E**.

Data Systems

To support accurate reporting and longitudinal analysis, HHA Washington uses integrated data systems to support instruction, student services, compliance, and performance oversight. Each system serves a defined purpose and is reviewed through established data cycles.

Student Information System (PowerSchool):

PowerSchool serves as the primary system for operational and academic reporting, including:

- Attendance, enrollment, and scheduling
- Grades and report cards
- Discipline and behavior trends
- Demographic and subgroup data for accreditation reporting

School leadership reviews PowerSchool data regularly to identify patterns that may require instructional or operational response.

Special Services Management System (Enrich):

Enrich is used to manage all compliance-related student support services, including:

- Individualized Education Programs (IEPs)
- Section 504 Plans
- READ Plans and literacy intervention documentation
- Evaluation timelines, meeting records, and family communications

Use of Enrich ensures accurate documentation, coordinated supports, and compliance with state and federal requirements.

Use of Assessment Data to Monitor Progress and Guide Instruction

Assessment data are reviewed through consistent, structured cycles to ensure timely instructional action.

- **Formative data** are used daily and weekly by teachers to adjust instruction, regroup students, and reteach essential concepts.
- **Interim data** are reviewed during grade-level and Data Team meetings to monitor growth, evaluate intervention effectiveness, and identify students needing additional support or enrichment.
- **Summative data** are analyzed annually to evaluate schoolwide performance, subgroup outcomes, and progress toward academic goals and accreditation expectations.

Longitudinal student performance data are tracked across grade levels using STAR growth reports, CMAS cohort data, and PowerSchool historical records to monitor trends over time and inform instructional planning.

Data review occurs through:

- Weekly or biweekly collaboration meetings

HERITAGE HEIGHTS ACADEMY – WASHINGTON CAMPUS
Charter School Application Narrative
Cherry Creek School District

- Monthly Data Team meetings
- Quarterly schoolwide reviews led by administration

These cycles ensure that assessment data are used consistently to support student learning.

Interventions (6E)

Multi-Tiered System of Supports (MTSS)

HHA Washington implements MTSS as a schoolwide, data-driven framework to identify and address the academic and behavioral needs of students who are at risk, including economically disadvantaged and homeless students. The framework emphasizes early identification, targeted intervention, and coordinated supports aligned to core instruction, ensuring that the school’s academically rigorous program remains accessible to all students.

All students are universally screened at the beginning of each school year using STAR Renaissance assessments in reading and mathematics, along with additional screening tools as appropriate, including READ Act literacy assessments for students in grades K–3. Identification for student support services is informed by multiple measures, including benchmark assessment results, classroom-based evidence, teacher referrals, attendance patterns, work completion, and subgroup performance data.

Performance thresholds are aligned to CMAS proficiency levels, interim benchmark cut scores, and internal growth targets established in the school’s UIP. Students performing significantly below established benchmarks and not already identified for special education are referred to the MTSS process for further review. An interdisciplinary MTSS team—including the Principal or designee, Special Education Teacher, English Language Learner teacher as needed, and general education representatives—reviews student data, determines appropriate tiers of support, and monitors progress over time. Instructional strategies and services are adjusted based on ongoing data review to ensure timely and responsive support.

As part of this structured review process, students who score at or below the 25th percentile on benchmark assessments qualify for targeted intervention services. Students who score at or below the 25th percentile on benchmark assessments qualify for targeted intervention services. This threshold ensures early identification of students demonstrating significant academic risk while allowing Tier 1 and Tier 2 classroom differentiation to address less intensive needs. The structure promotes timely, equitable intervention without over-identification and aligns with the school’s commitment to closing achievement gaps.

Behavioral data, including attendance patterns and discipline referrals, are reviewed within the same MTSS framework to provide tiered behavioral supports as needed.

Tier 1: Core Instruction and Classroom Differentiation

All students receive research-based, high-quality core instruction in the general education classroom. Teachers differentiate instruction through flexible grouping, scaffolding, adjusted pacing, and targeted assignments. Universal screenings and formative assessments monitor student progress and inform instructional adjustments. The majority of students are expected to demonstrate adequate progress with Tier 1 supports.

Tier 2: Targeted Small-Group Interventions

Students who do not make adequate progress with Tier 1 supports receive additional targeted interventions beyond core instruction. Tier 2 supports include small-group, evidence-based literacy or mathematics interventions and skill-specific instruction. Progress is monitored at least bi-weekly, and the MTSS team reviews data approximately every four weeks to determine whether interventions should continue, intensify, or fade.

Tier 3: Intensive, Individualized Interventions

A smaller number of students may require intensive, individualized support. Tier 3 services may include increased frequency and duration of intervention, very small-group or one-to-one instruction, and specialized materials. Progress is monitored weekly and reviewed frequently by the MTSS team. When a student does not respond to Tier 3 interventions, the MTSS team may refer the student for a full and individual evaluation for special education eligibility, consistent with IDEA requirements and coordination with Cherry Creek School District.

When individual students or identified subgroups do not demonstrate expected progress, HHA Washington implements targeted supports within the MTSS framework. Interventions are delivered primarily during the instructional day to minimize disruption to core instruction and may include:

- Mandatory small-group intervention during designated instructional blocks aligned to identified skill gaps
- Push-in or pull-out intervention services coordinated with classroom instruction
- Supplemental tutoring, when appropriate, to reinforce core learning

These services are integrated within the school’s academically rigorous Classical Core Knowledge model to ensure that specialized supports expand access to grade-level expectations rather than replace them.

Extended Learning Opportunity (ELO) and Supplemental Supports

As part of its MTSS framework, HHA Washington implements a structured Extended Learning Opportunity (ELO) block to provide targeted intervention and skill reinforcement within the instructional day. Consistent with the established HHA model, these supports extend academic learning, respond to identified student needs, and strengthen engagement while preserving instructional coherence and academic rigor.

Extended learning opportunities at HHA Washington are implemented through a structured, data-driven Extended Learning Opportunity (ELO) model delivered within the school day. Students are identified for ELO participation through ongoing data review, including STAR benchmark assessments, curriculum-based measures, teacher input, and MTSS progress monitoring.

ELO is delivered during a designated 30-minute instructional block and provides targeted intervention, enrichment, and skill reinforcement aligned to grade-level standards and core classroom instruction. Instructional focus and grouping are determined using multiple sources of evidence, including STAR assessment results, classroom-based assessments, and ongoing progress monitoring. Students demonstrating advanced mastery may participate in enrichment-focused ELO groups designed to extend learning beyond grade-level expectations.

Through flexible, small-group instruction, ELO is designed to close achievement gaps, accelerate academic growth, and extend grade-level learning, while ensuring equitable access to additional instructional time and evidence-based support for all students.

Interventions may include:

- Targeted tutoring during the school day
- Tier II and Tier III small-group interventions
- Embedded support within core classes
- Short-term pull-out interventions when appropriate

Families are notified when interventions are assigned, and teachers collaborate with parents to support consistent implementation and student progress.

Corrective Action & Continuous Improvement

In accordance with Policy LBD-R, HHA Washington implements structured intervention and corrective action procedures when student performance falls below established academic targets aligned to SPF indicators, including accreditation performance indicators and subgroup gap measures.

Student performance data are reviewed through structured interim and annual analysis cycles. When performance results indicate that schoolwide, grade-level, or subgroup targets have not been met, school leadership initiates a formal review process to identify root causes and implement corrective action.

Corrective actions are implemented at the student, classroom/grade-level, and school levels to ensure timely instructional response and sustained improvement.

- **At the student level**, targeted supports are delivered through the MTSS framework described above.
- **At the classroom and grade-level**, instructional staff and school leadership respond through reteaching cycles, instructional coaching, pacing adjustments, vertical alignment discussions, and targeted professional development to strengthen curriculum implementation and instructional coherence.
- **At the school level**, leadership and the Governing Board review academic performance data at least quarterly, monitor progress toward established goals, and

adjust Unified Improvement Plan (UIP) action steps, professional development priorities, staffing allocations, and resource deployment as needed.

This structure ensures that accountability is embedded at all levels of the organization and aligned with CCSD and Colorado accreditation expectations. When performance falls below established targets, corrective actions are documented through the UIP and monitored through subsequent data review cycles to ensure measurable improvement and clear lines of responsibility.

Attendance and Discipline (6F)

Student Attendance Policies and Procedures

HHA Washington upholds attendance expectations consistent with Colorado’s Compulsory School Attendance Law (C.R.S. 22-33-104) and Cherry Creek School District procedures. Regular attendance is essential to academic progress and instructional continuity.

Attendance policies are communicated annually through new-family orientation, Back-to-School Night, and the Student and Family Handbook, which families acknowledge each year. Daily attendance is recorded in PowerSchool and monitored by school administration to ensure student safety and accurate reporting.

School begins promptly at 7:55 a.m., and students are expected to arrive prepared and on time. HHA Washington exceeds Colorado’s minimum instructional hour requirements, providing approximately 1,107 instructional hours annually.

Absences may be excused for medical, religious, mental or emotional health, pre-approved educational, legal, or bereavement reasons, consistent with state law and school policy. Parents are required to report absences prior to the start of the school day. Unreported absences prompt same-day contact from the school to verify student safety. Documentation may be required when appropriate.

Students who accumulate excessive absences are subject to review and intervention consistent with Colorado compulsory attendance law. Patterns of chronic absenteeism—whether excused or unexcused—trigger structured intervention and family engagement processes to address barriers to attendance.

Tardiness is monitored and addressed as both an instructional and behavioral concern, with parent communication and conference as needed to remove barriers to punctual attendance.

Students are responsible for completing make-up work within established timelines. Extended absences due to illness or emergency are addressed through direct communication with school administration to ensure academic continuity and clarity of expectations.

Truancy Identification and Intervention

In accordance with Colorado law, a student may be classified as habitually truant if they accumulate:

- Four unexcused absences in one month, or
- Ten unexcused absences in a school year.

Prior to any legal action, HHA Washington implements documented intervention steps designed to address attendance concerns proactively and collaboratively. These steps may include:

- Parent notification and documented communication
- Required parent conference
- Development of an attendance improvement plan
- Referral to school-based supports
- Collaboration with appropriate service agencies, when necessary

Court proceedings are pursued only after documented efforts to engage the family and implement corrective measures, consistent with state law.

Academic Impact of Unexcused Absences

Unexcused absences are recorded in the student's official record. Assignments, assessments, and daily participation requirements are addressed in accordance with established grading policies. Families are informed of expectations and timelines for make-up work, and the school provides reasonable opportunities for students to maintain academic progress.

Student Discipline Framework

HHA Washington adheres to a classical, virtue-based, and developmentally appropriate discipline system aligned with Heritage Heights Academy's long-standing model. HHA Washington implements student discipline policies consistent with Colorado law (C.R.S. 22-33-105), federal law, and Cherry Creek School District requirements. The purpose of discipline is character formation, responsibility, respect, and restoration—not punishment.

Discipline is grounded in the belief that:

- Students must be polite, attentive, and prepared to learn.
- The learning environment must remain safe, orderly, and free from disruption.
- Relationships matter; discipline incorporates Love and Logic principles and restorative practices.
- Every disciplinary interaction is a learning opportunity that requires accountability and reflection.

HHA Washington employs a structured, progressive discipline framework that escalates from teacher-led redirection to administrative action when necessary. Consequences are individualized, considering the severity of the behavior, prior incidents, and the student’s developmental needs.

Teacher-Managed Interventions

Minor infractions such as classroom disruptions, inattentiveness, dress code concerns, or off-task behavior are addressed by classroom teachers. Interventions may include reteaching expectations, proximity control, seating adjustments, restorative conversations, and parent communication.

Administrative Interventions

When behaviors persist or threaten safety or learning, administrators may implement behavior plans, restorative conferences, loss of privileges, activity restrictions, community service, or parent–student–administrator conferences. Major infractions—including threats, dangerous items, drug possession, serious aggression, or actions endangering others—are addressed immediately by administration.

Disciplinary actions are documented in accordance with the Student Code of Conduct and school and district procedures. Confidentiality is maintained, and discipline is never used to publicly shame or “make an example” of a student.

Bullying, including verbal, written, physical, or electronic forms, is strictly prohibited. The school maintains clear reporting procedures, prohibits retaliation, provides staff training, and integrates bullying prevention into its character education and restorative practices framework.

HHA Washington maintains a comprehensive Student Code of Behavior, published annually in the Student and Family Handbook, outlining expectations for conduct, safety, attendance, technology use, dress code, and respectful interactions.

Suspension Procedures

HHA Washington complies with C.R.S. 22-33-105 and Cherry Creek School District policy regarding suspension. Only the Executive Director or a designated administrator may assign suspensions.

Suspension is used when behavior significantly disrupts the learning environment or poses safety concerns.

Grades K–2:

Suspensions for students in grades K–2 are rare and occur only when required by law, such as when behavior involves a dangerous weapon, drugs, or a credible safety threat. The school documents attempted interventions and deliberations prior to suspension.

Due Process and Notification

- Parents are notified the day a suspension is assigned.
- Written notice is provided.
- An informal hearing is offered for suspensions of fewer than 10 days.
- A parent conference may be required for readmission.
- Suspension duration and procedures comply fully with C.R.S. 22-33-105 and applicable district policy.
- Confidentiality is strictly upheld.

Continuity of Learning

Students remain academically engaged during any period of suspension. Teachers provide access to assignments and instructional materials through PowerSchool or Google Classroom and establish reasonable timelines for completion. Make-up work policies ensure that students are not academically penalized solely for the period of removal.

Students with disabilities continue to receive legally required services in coordination with CCSD, consistent with IDEA and Section 504 requirements.

Expulsion Procedures

Expulsion procedures comply with Colorado law, CCSD policy, and the HHA charter contract.

Mandatory expulsion may be required for:

- Possession or use of a dangerous weapon
- Sale or possession of controlled substances
- Credible death threats
- Acts constituting robbery or assault

Students facing expulsion are afforded full due-process protections, including notice of charges, the opportunity to present evidence and testimony, and a formal hearing process. The Governing Board holds authority for expulsion decisions following a formal hearing process. If expelled from HHA Washington, the student may be considered expelled from CCSD unless otherwise arranged.

Education of Suspended or Expelled Students

HHA Washington ensures continuity of educational services during periods of suspension or expulsion in accordance with Colorado law and Cherry Creek School District policy.

During short-term suspension, students are provided access to assignments and instructional materials to maintain academic progress, as described above.

For students requiring special education or English language development services, HHA Washington coordinates directly with CCSD, which provides all Special Education and English Language Learner services. Service continuation during disciplinary removals is managed in compliance with IDEA, Section 504, and applicable state and district procedures.

In cases of expulsion, educational services are provided consistent with statutory requirements and in coordination with CCSD to ensure appropriate placement and service access.

At-Risk Students (6G)

Overview of Service Model and LEA Structure

Heritage Heights Academy, Washington Campus (HHA Washington) is committed to serving students with disabilities, English learners, gifted and talented students, and students who are academically or otherwise at risk. The school operates under Cherry Creek School District (CCSD) as the Local Education Agency (LEA) and partners with district departments to ensure compliance with IDEA, Section 504, ADA, OCR guidance, and the English Language Proficiency Act.

Under the direction of the Principal, the school ensures:

- Provision of a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE);
- Implementation of Section 504 and ADA accommodations; and
- Equal access to enrollment and participation in all programs and activities.

General education teachers implement accommodations and supports outlined in IEPs, Section 504 Plans, Advanced Learning Plans (ALPs), READ Plans, and MTSS intervention plans in collaboration with special education staff and the ELL coordinator to ensure meaningful access to the Core Knowledge curriculum.

Students with Disabilities (IDEA / FAPE / LRE)

HHA Washington complies fully with IDEA, Colorado's Exceptional Children's Educational Act, and CCSD procedures.

Identification and Child Find

Students may be referred by parents, teachers, or the MTSS team. Evaluations are conducted by a multidisciplinary team consistent with IDEA timelines and eligibility standards.

IEP Development and Service Delivery

IEPs are developed with parent participation and include measurable goals, services, accommodations, and progress monitoring. IEPs are reviewed annually and revised as needed. General education teachers implement required supports within the classroom.

Least Restrictive Environment

Students are educated alongside non-disabled peers to the maximum extent appropriate. Service models include in-class support, consultation, and small-group instruction as documented in the IEP.

Progress Monitoring

IEP goal progress is monitored regularly and reported to parents in accordance with IDEA requirements. When progress is insufficient, the IEP team reconvenes to adjust services.

Discipline Protections

IDEA discipline procedures, including Manifestation Determination Reviews and continuation of required services, are implemented in coordination with CCSD.

Continuity of Special Education Services

HHA Washington contracts with CCSD for special education services. If CCSD is unable to continue services at the Washington Campus, the school will directly employ licensed personnel or contract with qualified providers to ensure uninterrupted service delivery and full legal compliance. The Governing Board will ensure adequate staffing and funding to meet this responsibility.

Section 504 Plans

HHA Washington complies with Section 504 and ADA requirements. The Principal or designated 504 Coordinator oversees eligibility determination, plan development, annual review, and implementation monitoring. Written 504 Plans specify required accommodations, and general education teachers are responsible for implementation.

English Language Learners (ELL)

HHA Washington complies with the English Language Proficiency Act and applicable state and federal requirements in coordination with CCSD.

Identification

Students are identified through enrollment procedures, including a Home Language Survey and state-approved English language proficiency assessments.

Service Delivery and Monitoring

English language development services are delivered through targeted supports aligned to core instruction. The ELL coordinator collaborates with classroom teachers and the MTSS team to monitor progress and adjust services as needed.

Gifted and Talented (GT)

HHA Washington follows CCSD and state guidelines for identifying and serving gifted students.

Identification is based on multiple measures. Students who qualify receive an Advanced Learning Plan (ALP) outlining strengths, goals, and services.

Differentiation strategies include curriculum compacting, enrichment, acceleration, and advanced inquiry. Program effectiveness is monitored through performance data and periodic review.

At-Risk Students (Academic and Socioeconomic Risk)

HHA Washington defines at-risk students as those not performing at grade level or experiencing barriers to full participation in the educational program.

Supports include:

- Targeted intervention through MTSS;
- READ Act literacy plans;
- Section 504 accommodations, when applicable;
- Coordination with district liaisons for economically disadvantaged and homeless students;
- Fee waivers and access to available transportation and nutrition supports;
- Ongoing monitoring of intervention effectiveness.

Supports are coordinated through MTSS and Student Services structures to ensure equitable access to instruction.

Staffing and District-Provided Services

HHA Washington staffs and budgets for exceptional student services based on enrollment and documented needs.

Special Education

Licensed special education teachers coordinate IEP implementation and provide direct services. Related service providers are accessed through CCSD or contracted providers as required.

English Language Learners

A qualified ELL coordinator oversees identification, programming, and progress monitoring.

Gifted and Talented

A GT coordinator oversees identification and ALP implementation.

Section 504 and At-Risk Coordination

The Student Services Coordinator oversees Section 504 compliance and coordinates at-risk interventions.

The school participates in CCSD's purchased services model for special education, multilingual learner services, gifted education compliance, health services, and administrative supports. Staffing levels are reviewed annually based on enrollment, IEP service minutes, multilingual learner needs, and MTSS data to ensure sufficient capacity to meet student needs. These services are reflected in the annual budget and staffing plan and detailed in **Appendix E**.

CRITERIA FOR ENROLLMENT DECISIONS (7)

Heritage Heights Academy, Washington Campus (HHA Washington) will implement the same state-approved enrollment and lottery policy currently used by Heritage Heights Academy, consistent with C.R.S. 22-30.5-104 and all applicable state and federal laws. The school maintains an open enrollment policy and does not discriminate on the basis of race, color, national origin, ancestry, religion, gender, disability, sexual orientation, academic performance, language status, or socioeconomic background.

Open Enrollment and Nondiscrimination

Enrollment is open to all eligible students. No academic prerequisites, entrance examinations, GPA requirements, behavioral screening, or prior performance criteria are used as conditions for admission.

Priority for enrollment is provided in accordance with statute and HHA's approved policy in the following order:

- Currently enrolled students re-enrolling by the established deadline
- Children or grandchildren of current staff members (defined as individuals employed by Heritage Heights Academy who receive an IRS Form W-2)
- Siblings of currently enrolled students
- In-district applicants (residing within Cherry Creek School District boundaries)
- Out-of-district applicants

In-district applicants are always placed ahead of out-of-district applicants in both the lottery and any resulting waitlist.

Inclusive Enrollment Practices

HHA Washington's admissions and lottery procedures are designed to ensure broad, equitable access to the school's educational program. The school does not use academic, behavioral, disability-related, or language-based screening criteria as part of the enrollment process.

Recruitment and enrollment practices are intentionally structured to ensure equal opportunity for:

- English Learners
- Students with disabilities and students with Section 504 Plans
- Economically disadvantaged families
- Students from historically underserved populations

These commitments align with CCSD expectations and Colorado charter law and reflect the school's responsibility to serve a diverse and inclusive student population.

Lottery Procedures and Waitlist Management

If the number of applicants exceeds available seats in any grade level, a random lottery is conducted at midnight on January 31 for the upcoming school year. All applications submitted during the open enrollment period are included.

Applicants are placed in rank order based on the lottery results, with priority categories applied as described above. Remaining students form a waitlist in the order determined by the lottery. The prior year's waitlist is re-entered into the new lottery pool and drawn again at random.

Families are provided a defined confirmation window as outlined in the approved enrollment policy. If a family declines or fails to respond within the designated timeframe, the next student on the list is contacted. This process continues until all available seats are filled.

After the lottery is completed, additional applicants are placed at the end of the waitlist in the order in which completed enrollment forms are received, with in-district students placed ahead of out-of-district students.

Enrollment from the waitlist continues through Count Day (early October). After Count Day, new students are not accepted except in limited circumstances consistent with the approved policy (e.g., new families moving to Colorado or siblings of currently enrolled students, subject to principal approval).

Criteria for Enrolling Low-Achieving Students

HHA Washington does not use prior academic performance as a condition of enrollment. Students are not screened, ranked, or excluded based on test scores, grades, or prior achievement.

Students who enroll performing below grade level are fully eligible for admission and receive appropriate support through the school's Multi-Tiered System of Supports (MTSS), special education services, English language development services, or Section 504 accommodations, as applicable. Any academic assessments administered after enrollment are used solely to inform instructional planning, placement, and support services, not for admission decisions.

Commitment to a Diverse Student Population

HHA Washington is committed to enrolling a diverse student population reflective of the broader community. The school promotes broad access through:

- Publicly noticed open enrollment periods
- Non-selective lottery procedures
- In-district priority consistent with statute

- Open access for students with disabilities, multilingual learners, and economically disadvantaged students

The school monitors enrollment data annually to assess demographic representation and inform outreach efforts. The enrollment process is structured to ensure equitable access while complying with all applicable state and federal laws.

The full, state-approved enrollment and lottery policy is included in **Appendix C**.

Enrollment Management and Record Procedures

HHA Washington maintains a structured enrollment management process to ensure accurate tracking, timely notification, and compliance with district procedures.

Applications are submitted through the school’s designated online enrollment platform, where all submissions are date- and time-stamped to ensure transparency and proper sequencing for lottery inclusion and waitlist placement. The Registrar manages application tracking, lottery documentation, enrollment confirmations, and waitlist status. All lottery results and enrollment decisions are documented and maintained for audit and transparency purposes. The Principal reviews enrollment reports regularly to ensure compliance with statutory and district requirements.

Families must complete required Cherry Creek School District enrollment forms through the district portal prior to the first day of school. If a student fails to appear or complete required documentation, the school contacts the family and may offer the seat to the next student on the waitlist in accordance with policy.

The Registrar follows Cherry Creek School District procedures for requesting and transferring student records in compliance with FERPA and state law. Families withdrawing a student must complete a withdrawal form, and records are transferred according to district protocols.

Recruitment, Outreach, and Communication Plan

To support equitable access, HHA Washington will implement a broad, multilingual outreach strategy that includes community events, informational meetings, partnerships with local organizations, and digital and print communications distributed throughout Cherry Creek School District. Outreach efforts emphasize clear, timely communication regarding enrollment timelines and the open enrollment process so that all families can make informed choices.

Outreach strategies currently in use and planned for HHA Washington’s launch reflect the school’s commitment to building a diverse and inclusive student body through sustained community engagement.

- Targeted outreach to the existing HHA interest list and waitlist to inform families of the Washington Campus expansion
- Partnership with a third-party marketing firm to support:
 - Text message campaigns
 - Social media advertising
 - Ongoing interest-building content
- In-person information sessions hosted at the existing HHA campus
- Website announcements and dedicated expansion updates
- Printed flyers distributed at libraries, recreation centers, community centers, apartment complexes, and early childhood providers
- Neighborhood-level engagement, including HOA outreach

Supporting documentation related to enrollment capacity, community demand, equitable access, and outreach is provided in **Appendix C**.

GOVERNANCE AND DECISION-MAKING (8)

Heritage Heights Academy, Washington Campus (HHA Washington) will be governed by the same Board of Directors that currently oversees Heritage Heights Academy (HHA). While HHA Washington will operate as a separate charter school with its own school code, the shared governing board ensures continuity of mission, policies, academic program oversight, and financial stewardship across campuses.

The Board of Directors provides strategic oversight and is responsible for governance-level decision-making, financial accountability, and fidelity to the school’s Core Knowledge–based classical education mission. The Board is accountable to the public and to the Cherry Creek School District (CCSD), the school’s authorizer.

The Board governs at the highest level by setting policy, monitoring academic and organizational outcomes, ensuring financial viability, and evaluating the Executive Director. Day-to-day operations are delegated to the Executive Director and school-based administrative leadership.

Governing Body (8A)

Board Oversight of Academic, Financial, and Organizational Performance

The Board of Directors exercises active oversight through structured reporting and regular performance review processes. Oversight includes:

Financial Monitoring

- Approval of the annual operating budget prior to the start of each fiscal year.
- Monthly review of financial statements, including balance sheet, income statement, cash flow projections, and enrollment variance reports.
- Oversight by a Finance Committee, which provides detailed review and recommendations to the full Board.
- Annual independent audit review and corrective action oversight, if applicable.

Academic Performance Monitoring

- Quarterly review of academic performance data aligned to the school’s performance framework and charter goals.
- Analysis of state assessment results (e.g., CMAS), interim assessment data, growth metrics, and subgroup performance.
- Monitoring of attendance, discipline, and culture indicators.
- Regular reports from the Executive Director and school leadership outlining instructional priorities and progress toward goals.

Executive Director Evaluation

- Annual goal-setting process aligned to academic performance, financial stewardship, enrollment stability, and organizational culture.
- Mid-year and end-of-year performance review conducted by the Board.
- Evaluation process informed by measurable outcomes and stakeholder feedback, where appropriate.

If performance concerns arise, the Board may require corrective action plans, additional reporting, or strategic adjustments to ensure alignment with charter commitments and student outcomes.

Board Composition and Qualifications

Each Director must be a natural person aged twenty-one years or older. A majority of the Board consists of parents or guardians of currently enrolled students, ensuring strong community representation. Maintaining majority parent representation ensures that governance decisions remain closely connected to student experience, community priorities, and family engagement across both campuses.

Board members bring professional expertise that strengthens governance, including education, law, finance, business management, nonprofit leadership, and community engagement. Qualifications include:

- Demonstrated commitment to children and public education
- Alignment with the Core Knowledge model and HHA Washington’s mission
- Willingness to invest the time required for effective governance
- Ability to represent and advocate for community needs
- Capacity for thoughtful, ethical decision-making
- Professional and public representation of the school

All Board members participate in orientation and required governance training and complete annual reviews of governance policies. Board members receive training in charter governance, fiduciary responsibilities, academic performance oversight, and open meetings compliance, and participate in periodic refreshers as required by CCSD and state law.

Conflict of interest provisions are established within the Board bylaws, which are included in **Appendix A**. Board members annually sign disclosure statements and recuse themselves from discussions or votes as appropriate, consistent with state and federal law.

The Board periodically assesses its collective skills and expertise to identify gaps aligned to the school’s strategic priorities, including academic oversight, financial stewardship, legal compliance, and service to diverse student populations. When vacancies arise, the Board recruits candidates whose professional experience strengthens governance capacity and supports the successful implementation of the school’s mission and grant-funded initiatives.

Board Size, Elections, and Terms

HHA Washington is governed by the existing Heritage Heights Academy Board of Directors; no separate or initial board will be established for the Washington Campus. The Board currently includes seven voting Directors and may maintain between five and nine members based on governance needs.

Board members serve four-year terms, with staggered elections held annually in April to ensure continuity of leadership. The Board may appoint Directors to fill vacancies or add needed expertise. Newly elected or appointed Directors are seated at the first regular Board meeting following the election.

Non-voting participants, such as the Executive Director or a teacher representative, may attend meetings to provide updates on school operations, academic performance, and campus-specific needs.

Relationship with the Cherry Creek School District (CCSD)

As a CCSD-authorized charter school, Heritage Heights Academy, Washington Campus (HHA Washington) will maintain a cooperative, transparent, and collaborative partnership with the District. This partnership includes:

- Compliance with all CCSD reporting, monitoring, and accountability requirements
- Participation in district-level trainings, meetings, and oversight processes as required
- Submission of annual accreditation data, financial reports, and the Unified Improvement Plan (UIP)
- Collaboration with CCSD on special education services, funding, and legal compliance
- Adherence to district assessment calendars, security protocols, and testing procedures

The Board of Directors is responsible for ensuring compliance with the charter contract and performance framework established by CCSD. The Board will regularly review academic, financial, and organizational performance data aligned to the District's accountability expectations. If performance concerns are identified by CCSD or through internal monitoring, the Board will collaborate with the District to implement corrective action plans and ensure timely resolution.

CCSD will provide ongoing oversight consistent with its role as authorizer, while respecting HHA Washington's autonomy in curriculum, staffing, school culture, and day-to-day operations, as defined in the charter contract.

School Leader Qualifications and Hiring Process

The Board retains final authority for hiring the Executive Director. Minimum qualifications include:

- Demonstrated experience in school leadership, preferably in a charter or classical education setting
- Knowledge of classical education and the Core Knowledge curriculum
- Evidence of improving student academic outcomes
- Financial and operational management experience
- Capacity to lead and scale a growing organization

The hiring process includes:

- Development of a leadership profile aligned to the school’s mission and performance goals
- Public posting of the position and active recruitment of qualified candidates
- A structured interview process that includes Board representatives and key stakeholders
- Reference checks and background verification
- Final selection and appointment by Board vote in an open meeting

Campus-level administrators are hired by the Executive Director, subject to Board-approved job descriptions and performance expectations.

Leadership Structure and Oversight

HHA Washington will employ an Executive Director (ED) who reports directly to the Board of Directors and serves as the school’s chief executive. The ED is responsible for:

- Implementing Board policy and strategic direction
- Upholding the school’s mission and Core Knowledge–based classical instructional model
- Overseeing curriculum development, alignment, and fidelity across campuses
- Managing operations, compliance, and strategic planning
- Supervising and evaluating the Principal
- Overseeing budget development and financial controls
- Leading expansion planning and network-level coordination

The Principal is responsible for the day-to-day operation of the school, including:

- Instructional leadership and supervision of teaching staff
- Student culture, behavior, and discipline
- Implementation of MTSS, special education, ELL, and Section 504 programs
- Curriculum implementation aligned to the Core Knowledge Sequence and Colorado Academic Standards
- Staff evaluation, coaching, and professional growth
- Parent communication and cultivation of a positive school culture

The Board provides strategic oversight by approving the annual budget, monitoring academic and financial performance, and evaluating the Executive Director. Academic and financial dashboards are reviewed at least quarterly and include student achievement and growth data, enrollment and attendance trends, staffing updates, budget-to-actual comparisons, and cash flow projections. This structure ensures a clear separation between governance and management responsibilities.

Executive Director Evaluation and Performance Monitoring

The Board conducts a formal annual evaluation of the Executive Director using a Board-adopted evaluation rubric (**Appendix A**). The evaluation is aligned to clearly defined performance domains, including:

- Academic performance and student achievement outcomes
- Financial stewardship and budget management
- Organizational leadership and staff development
- Compliance with state, federal, and district requirements
- Mission fidelity and classical program implementation

At the beginning of each school year, the Board and Executive Director establish measurable annual performance goals aligned to the school's Unified Improvement Plan, financial projections, and strategic priorities. Mid-year progress reviews are conducted as appropriate, and a formal written evaluation is completed annually.

Evaluation results inform contract renewal decisions, goal-setting for the subsequent year, and Board governance priorities.

Leadership Transition Plan

As Heritage Heights Academy expands to include the Washington Campus, the Board of Directors will extend its established governance structure to oversee a multi-campus charter organization. The Board will maintain continuity of leadership, accountability, and mission fidelity while assuming responsibility for the replication campus.

The transition plan includes:

- Onboarding and training processes for Board members related to multi-campus oversight
- Clear delineation of governance, executive, and school-level leadership roles across campuses
- Delegation of day-to-day operational responsibilities to the Executive Director and campus Principals
- Annual evaluation of governance effectiveness and leadership capacity to support organizational growth

This governance structure maintains continuity with the proven systems of Heritage Heights Academy while providing clear accountability and oversight for a multi-campus organization.

Board Process and Compliance (8B)

Board Meeting Procedures

The Board of Directors meets monthly in accordance with the Colorado Open Meetings Law. Agendas are publicly posted in advance on the school’s website, a quorum is required for official action, and decisions are made by majority vote unless otherwise specified in the bylaws. Meetings are open to the public and accessible both in person and via virtual platform as needed.

Board meetings are conducted in accordance with Robert’s Rules of Order to ensure orderly governance procedures. Time is allocated at each meeting for public comment, allowing stakeholders to provide input. While formal Board meetings are not structured for dialogue, the Board reviews public comments and follows up as appropriate through established communication channels. Meeting minutes are maintained and made publicly available in accordance with state law.

Board Calendar and Meeting Frequency

The Board of Directors adopts an annual meeting calendar prior to the start of each school year. The Board Meeting Calendar for the 2026–2027 school year is included in **Appendix A**. All meetings, notices, minutes, and actions comply with the Colorado Open Meetings Act (C.R.S. 24-6-401), the Colorado Public Records Act (C.R.S. 24-72-201), FERPA (20 U.S.C. §1232), and the Colorado Nonprofit Act (C.R.S. 7-121-101 et seq.).

Committee Structure and Authority

The Board of Directors utilizes standing and ad hoc committees to support effective governance, detailed review, and strategic planning. Committees are established by Board resolution and operate in accordance with the school’s bylaws and applicable law.

Unless expressly delegated limited authority by Board resolution, committees serve in an advisory capacity and make recommendations to the full Board. Final decision-making authority remains with the Board of Directors, and no committee action relieves the Board or any individual Director of fiduciary responsibility.

The Board maintains the following standing committees:

- **Finance Committee**
Reviews draft budgets, monitors monthly financial reports, oversees audit coordination, and makes recommendations regarding financial policies and long-term sustainability.

- **Governance Committee**
Oversees bylaws and policy review, Board recruitment, Board training, succession planning, and the annual Board self-evaluation process.
- **School Accountability Committee (SAC)**
Reviews academic performance data, supports Unified Improvement Plan (UIP) development, and facilitates stakeholder engagement consistent with state requirements.
- **Hiring Committee**
Supports the recruitment and evaluation of the Executive Director and serves in an advisory capacity during teacher hiring processes. Final hiring decisions for instructional staff are made by school leadership, consistent with Board-approved policies.

The Board may establish additional advisory committees as needed to support expansion, facilities planning, fundraising, or other strategic initiatives. Advisory committees do not have authority to incur corporate expenses or make binding commitments without express approval of the Board.

Conflict of Interest Procedures

The Board of Directors operates in accordance with its adopted Conflict of Interest Policy, included in **Appendix A**. Directors are required to submit annual written disclosures and to update disclosures as circumstances change. When a potential conflict arises, the affected Director must disclose the nature of the conflict to the Board and recuse themselves from discussion and voting on the matter. The recusal is documented in the meeting minutes to ensure transparency and compliance with state law.

Board Training and Ongoing Governance Development

Heritage Heights Academy’s governing Board of Directors is committed to results-focused governance, financial oversight, and statutory compliance. Board members participate in structured training and ongoing professional development to ensure effective oversight of the Washington Campus and the organization as a whole.

Initial and Ongoing Board Training

New board members will receive onboarding that includes:

- Review of the charter contract and authorizer expectations
- Training on fiduciary responsibilities and nonprofit governance
- Open Meetings Act and public records requirements
- Conflict of interest policies and ethical obligations
- Financial oversight and budget review practices

All board members will participate in periodic governance training focused on:

- Effective charter school governance and accountability
- Strategic planning and replication oversight
- Financial management and long-term sustainability
- Academic accountability and performance monitoring
- Legal compliance under Colorado charter law

Board members will engage in professional learning opportunities offered through:

- Great Schools Colorado and other charter support organizations
- Colorado League of Charter Schools
- Authorizer-sponsored governance trainings
- Approved external governance and nonprofit training providers

Leadership and Board Alignment During Replication

During the planning and launch of the Washington Campus, designated board members and senior leaders will participate in technical assistance and training aligned to:

- Implementation of the approved replication plan
- Financial oversight during enrollment growth
- Governance practices for multi-campus operations
- Compliance with state and federal charter requirements

Technical assistance and professional development activities will be scheduled to align with key replication milestones, including:

- Pre-opening planning and readiness activities
- Staffing and operational launch
- First-year implementation and performance review

Continuous Review

The Board will review its training participation and governance effectiveness annually. Findings will inform adjustments to training priorities and strengthen oversight systems as the organization grows.

Board Self-Evaluation and Continuous Improvement

The Board of Directors conducts an annual self-evaluation using a structured performance rubric (**Appendix A**). The evaluation assesses the Board’s effectiveness across multiple domains, including mission alignment, adherence to Core Knowledge principles, financial oversight, strategic plan implementation, policy compliance, stakeholder engagement, and compliance with Open Meetings and confidentiality requirements.

Each Director completes the rubric individually, rating Board performance across defined criteria. Results are compiled and reviewed in executive session to identify strengths, areas for growth, and priorities for governance improvement.

The self-evaluation process informs:

- Annual Board training priorities
- Committee structure adjustments
- Governance goal setting
- Strategic planning alignment
- Refinement of Board procedures and policies

Findings from the self-assessment are used to strengthen governance practices and ensure continued accountability, effectiveness, and mission fidelity across campuses.

Community Involvement (8C)

Heritage Heights Academy, Washington Campus (HHA Washington) will foster meaningful parent and community involvement in governance, school development, and student learning. The school’s model emphasizes partnership with families as essential to academic success and mission fidelity.

Parent and Guardian Involvement in School Development and Operations

During the pre-opening and early implementation phases, families will be engaged through interest meetings, information sessions, and feedback surveys to inform program refinement, enrollment planning, and community priorities. Parent input will help shape school culture development, volunteer systems, enrichment programming, and communication practices.

Parent representatives serving on the School Accountability Committee (SAC) and the Board of Directors will play a formal role in reviewing academic data, contributing to Unified Improvement Plan (UIP) development, and providing structured feedback to school leadership. This governance structure ensures that parent voice informs both strategic planning and ongoing school improvement efforts.

Beyond governance roles, parents and guardians will have multiple opportunities to participate in the ongoing operation of the school, including:

- Serving on the Board of Directors (parent-majority structure)
- Participating in Board elections (one vote per household)
- Serving on the School Accountability Committee (SAC)
- Participating in strategic planning processes
- Volunteering in classrooms, events, and enrichment activities
- Supporting fundraising and community-building initiatives

Volunteer opportunities may include classroom assistance, library support, event coordination, mentoring, and campus improvement projects. Volunteer expectations will be clearly communicated during enrollment and orientation, and participation opportunities will remain flexible to accommodate varying family schedules.

To ensure inclusive participation, the school will:

- Offer virtual meeting access when feasible
- Provide clear communication regarding volunteer roles and expectations
- Create multiple engagement pathways beyond in-person volunteering
- Encourage participation from families representing diverse backgrounds

Community Partnerships

HHA Washington will leverage established and expanding partnerships to strengthen instructional quality and educator development.

Educator Development Partnerships

Metropolitan State University of Denver (MSU Denver) School of Education has provided a letter of support affirming its commitment to partnership with Heritage Heights Academy. MSU Denver supports clinical placements and educator preparation opportunities aligned to HHA's instructional model, strengthening the educator pipeline and supporting high-quality teacher development.

Public Education & Business Coalition (PEBC) has partnered with HHA for the past five years as an approved alternative teacher licensure program through the PEBC Teacher Residency. HHA has supported Teachers of Record pursuing licensure while maintaining strong instructional quality. PEBC and HHA are actively exploring expansion of this partnership to include placement of Teacher Residents at the Washington Campus beginning in the 2026–2027 school year. This collaboration supports mentorship structures, professional learning, and sustained instructional excellence.

These educator partnerships directly support student achievement by strengthening instructional quality, mentorship capacity, and long-term staff sustainability.

Community and Family Partnerships

African Leadership Group (ALG) has submitted a letter of support affirming strong community confidence in Heritage Heights Academy and endorsing the expansion of a second campus. ALG works closely with African immigrant families and communities of color across the Denver metro area and has highlighted HHA's academic rigor, inclusive school culture, and demonstrated community demand. This endorsement reflects HHA's credibility within diverse communities and reinforces the school's commitment to serving families from varied backgrounds.

Where applicable, partnerships are formalized through Letters of Support, Memoranda of Understanding (MOUs), or program agreements that define scope of services and expectations. Documentation of partnership commitments is included in the appendices.

Communication timelines and key engagement touchpoints will be established prior to opening and reviewed annually to ensure consistent, predictable outreach to families.

Communication and Accessibility

HHA Washington is committed to clear, accessible communication with all families. Communication strategies will include:

- Regular school newsletters
- School website updates
- Email communications
- Parent-teacher conferences
- Board meeting notices and public postings
- Family surveys conducted at least twice annually

To support families from diverse backgrounds and at-risk populations, the school will:

- Provide translated communications as needed
- Ensure accessibility of digital platforms
- Offer multiple methods of communication (email, phone, in-person meetings)
- Provide direct outreach when attendance, academic performance, or engagement concerns arise

Parent Satisfaction and Continuous Improvement

Parent and stakeholder feedback will be collected through fall and spring surveys and, when appropriate, targeted feedback instruments. Survey results will be reviewed by school leadership and the Board of Directors.

Findings will inform:

- School improvement planning
- Culture and climate initiatives
- Communication adjustments
- Governance priorities

Action steps resulting from survey data will be incorporated into the Unified Improvement Plan and monitored throughout the year. Survey findings and corresponding action steps will be shared with families to ensure transparency and demonstrate responsiveness to stakeholder input.

Governing Documents (8D)

HHA Washington will operate under bylaws and Articles of Incorporation consistent with the existing Heritage Heights Academy governance structure. Governing documents included in **Appendix A** include the Articles of Incorporation, IRS nonprofit determination letter, Board bylaws (including conflict of interest provisions), and the Board-adopted grievance policy. Together, these documents demonstrate compliance with Colorado nonprofit law, CCSD policy, and applicable charter statutes.

Board policies will be adopted or updated prior to opening and include governance procedures, financial policies, enrollment policies, employee policies, grievance policies, and conflict-of-interest requirements. All governance policies will be publicly accessible.

EMPLOYMENT PLAN AND PRACTICES (9)

Heritage Heights Academy, Washington Campus (HHA Washington) will follow the established employment model of Heritage Heights Academy, ensuring compliance with Colorado labor laws, federal educator qualification requirements, and the expectations of the Cherry Creek School District (CCSD) charter contract. Employment policies are designed to attract, develop, and retain exceptional educators and staff aligned with the school’s Core Knowledge–based classical education mission.

The Board of Directors approves employment policies and compensation frameworks consistent with its governance authority, while day-to-day hiring, supervision, and evaluation of staff are delegated to the Executive Director and Principal, as described below.

HHA Washington complies with all Colorado charter school financial transparency requirements under C.R.S. 22-44-304. Required financial disclosures, including adopted budgets, audits, salary schedules, and IRS filings, are publicly posted in accordance with statute.

Employment Relationship

All licensed and classified staff are employees of Heritage Heights Academy, Washington Campus and are not employees of Cherry Creek School District. Employment is at-will, meaning either the employee or the school may terminate the employment relationship at any time, with or without cause, consistent with applicable law.

Employees are subject to Board-adopted policies and the Employee Handbook, including nondiscrimination provisions, mandatory reporting requirements, background checks, workplace safety standards, and professional conduct expectations.

The school participates in the Public Employees’ Retirement Association (PERA) as required by Colorado statute.

Staffing Structure and Roles

HHA Washington will implement a staffing model that mirrors the successful structure of Heritage Heights Academy and scales strategically as enrollment grows toward full K–8 capacity.

- **Assistant Principal (anticipated Year 1)**
An Assistant Principal will support instructional coherence and daily operations during the school’s opening years. Responsibilities include teacher supervision and support, coordination of student discipline, family communication, and oversight of schoolwide systems in collaboration with the Principal.
- **Dean of Students (anticipated Year 3)**
As enrollment increases, a Dean of Students may be added to strengthen school

culture and behavior systems. The Dean will oversee implementation of discipline policies and restorative practices and support consistent, developmentally appropriate behavior management. The timing of this role may be accelerated through grant funding or other supplemental resources.

- **Instructional Coaches (Literacy and Math)**
Instructional Coaches provide job-embedded coaching and mentoring to teachers, support data-informed instructional practices, and reinforce fidelity to Core Knowledge implementation.
- **Teachers**
Teachers deliver Core Knowledge–aligned instruction, maintain structured classroom environments, participate in collaborative planning, and engage in professional development.
- **Aides / Paraprofessionals**
Paraprofessionals support small-group instruction, supervision, and classroom operations in alignment with instructional priorities and student support needs.
- **Office and Support Staff**
Office and support staff manage enrollment, health services, communication, and administrative functions essential to school operations.

Staffing Scalability and Documentation

Organizational charts, projected staffing plans, and detailed job descriptions aligned to enrollment growth are included in **Appendix D**. Staffing levels and assignments may be adjusted annually based on enrollment and student needs.

Recruitment and Hiring Process

HHA Washington utilizes a transparent, equitable, and mission-aligned recruitment process designed to attract highly qualified educators and staff aligned with the school’s Core Knowledge–based classical education model.

Recruitment

Job postings are publicly advertised through the school’s website, major education job boards, and professional networks. Each posting clearly identifies:

- Required qualifications
- Essential duties and responsibilities
- Expectations for alignment with the Core Knowledge and classical education model

Recruitment messaging emphasizes instructional excellence, professionalism, and alignment with the school’s mission and values.

Selection

All licensed instructional staff hold appropriate Colorado Department of Education (CDE) licensure or authorization in accordance with state law. Special education, multilingual learner, and other specialized positions hold required endorsements. Classified employees must meet position-specific qualifications as defined in job descriptions and district requirements.

Background checks and fingerprinting are completed prior to employment, consistent with Colorado statute. Candidates participate in structured interviews, and instructional candidates may be asked to demonstrate content knowledge or present a sample lesson.

Final hiring decisions are approved by the Executive Director in consultation with the Principal and are aligned with Board-approved staffing plans.

Hiring Timeline

Recruitment for the upcoming school year typically begins in January, with hiring completed by late spring to allow sufficient time for onboarding and summer professional development.

Employee Classifications and At-Will Employment

All licensed and classified employees are employees of HHA Washington and not employees of Cherry Creek School District.

Employment is at-will, meaning either the employee or the school may terminate the employment relationship at any time, with or without cause, consistent with applicable law. At-will status is clearly communicated in job postings, offer letters, employment agreements, and the Employee Handbook.

Personnel records are maintained in compliance with Colorado labor law and charter requirements.

Compensation and Benefits

HHA Washington offers a competitive and transparent salary schedule based on role and responsibility, professional experience, education and endorsements, and contribution to school culture. Compensation structures are reviewed annually as part of the Board's budget approval process.

Eligible employees participate in PERA as required by Colorado law. The school provides medical, dental, vision, and life insurance benefits consistent with those offered at the existing Heritage Heights Academy campus.

Staff Evaluation and Performance Management

HHA Washington implements a structured evaluation system for licensed and classified employees consistent with Colorado Educator Effectiveness requirements and the school's instructional expectations.

- The Executive Director evaluates the Principal annually.
- The Principal evaluates licensed and classified staff.
- All employees receive a formal annual evaluation and a mid-year progress review.

Evaluation measures include:

- Classroom observations and professional practice indicators
- Student academic growth data
- Fidelity to Core Knowledge implementation
- Professional responsibilities and contribution to school culture

Employees who do not meet performance expectations are placed on written improvement plans with defined goals, timelines, and support. Evaluation results inform professional development, contract renewal decisions, and compensation considerations.

Employee Grievance Procedures

HHA Washington maintains a structured process for addressing employee concerns and resolving workplace disputes. Employees are encouraged to address concerns at the supervisory level and may elevate concerns to the Executive Director in accordance with the Employee Handbook.

Formal grievance procedures, including timelines and documentation requirements, are outlined in Board-adopted policies and ensure fairness, due process, and compliance with applicable employment law.

Professional Development

Professional development at HHA Washington is intentionally structured to ensure fidelity to the Classical Core Knowledge model while strengthening instructional practice in response to student performance data. Following school launch, professional learning will focus on instructional coaching, data-driven decision-making, and continuous refinement of classroom practice.

Professional learning includes:

- Pre-service and onboarding training
- Grade-level collaboration meetings
- Instructional coaching cycles (literacy and math)
- Data team meetings focused on student performance

- Targeted workshops aligned to identified instructional priorities

Evaluation results and student performance data inform professional development priorities and support ongoing staff growth.

Employee Handbook and Policy Development

HHA Washington will operate under Board-approved employment policies consistent with Heritage Heights Academy. The Employee Handbook, adopted prior to opening, includes equal employment opportunity provisions, at-will employment definitions, evaluation procedures, compensation and benefits overview, leave policies, grievance procedures, and health and safety requirements. The Board-adopted grievance policy is included in **Appendix A**, and the Employee Handbook is included in **Appendix D**.

Staffing Philosophy and Sustainability

HHA Washington’s employment framework is designed to attract, develop, and retain high-quality educators through competitive compensation, structured professional learning, and clear performance expectations. This approach supports long-term instructional stability and sustained implementation of the Core Knowledge–based classical program.

FINANCIAL DATA, FACILITIES, AND TRANSPORTATION (10)

Heritage Heights Academy, Washington Campus (HHA Washington) has developed a five-year financial plan aligned to its phased enrollment model and based on conservative revenue assumptions and disciplined expense management. The plan reflects the financial strength of the founding campus and is structured to ensure sustainable growth from planning year through full K–8 implementation.

Financial Plan (10A)

Heritage Heights Academy, Washington Campus (HHA Washington) has developed a five-year financial plan aligned to its phased enrollment model and grounded in conservative revenue assumptions and disciplined expense management. The plan reflects the financial strength and operational experience of the founding campus and is structured to support sustainable implementation from planning year through full K–8 configuration.

Planning Year Financial Structure (FY27)

The 2026–27 school year will serve as a planning and preparation year with no student enrollment and therefore no Per Pupil Revenue (PPR). Pre-opening expenditures during this period are limited to leadership planning, legal and compliance preparation, facility readiness activities, enrollment outreach, and initial equipment procurement.

Planning-year costs will be supported through organizational reserves of Heritage Heights Academy. The founding campus maintains sufficient unrestricted reserves to advance and sustain pre-opening expenses without reliance on speculative or uncertain funding sources and without disruption to its existing operations.

Heritage Heights Academy has also secured philanthropic support, including funding from the Colorado Schools Fund, and is actively pursuing additional foundation support to strengthen organizational capacity. These resources enhance the organization’s overall financial position; however, the financial plan for HHA Washington does not depend on these funds to meet required planning-year obligations.

Operating Financial Model (Beginning FY28)

HHA Washington will open in Fall 2027 (FY28) with grades K–4, enrolling 260 students (two sections of 26 students per grade). Beginning in FY28, the school’s primary revenue source is state and local formula funding based on projected enrollment. Revenue projections reflect current district Per Pupil Revenue (PPR), mill levy override allocations, capital construction funding, and applicable state and federal categorical allocations.

Total projected FY28 revenue is \$4,193,297. Projected expenses are \$3,866,897, inclusive of a facility lease obligation of approximately \$572,000, resulting in an anticipated operating surplus of approximately \$326,400 in the opening year.

Personnel and benefits represent approximately 59% of total expenditures in FY28, reflecting a conservative staffing model aligned to enrollment growth. Facility costs represent approximately 15% of total expenses in the opening year, consistent with responsible charter school financial practices. The operating model does not rely on philanthropic grants to fund core instructional or required operational expenses.

Growth and Reserve Development

The school will add one grade level annually through FY32, reaching full K-8 implementation with approximately 468 students. Revenue and expense projections scale proportionally with enrollment growth.

In FY29, with projected enrollment of 312 students, total revenue increases to \$5,086,102 and projected expenses increase to \$4,380,955, inclusive of facility lease obligations of approximately \$706,992. The resulting net operating surplus of approximately \$705,147 supports a projected ending fund balance exceeding \$1.0 million by the end of the second year of operation.

The five-year financial model reflects continued positive operating margins and disciplined reserve development consistent with the founding campus’s historical financial performance.

Projected Enrollment by Grade, FY27–FY33

Grade	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33
Pre-K	0	0	0	0	0	0	0
K	0	52	52	52	52	52	52
1st	0	52	52	52	52	52	52
2nd	0	52	52	52	52	52	52
3rd	0	52	52	52	52	52	52
4th	0	52	52	52	52	52	52
5th	0	0	52	52	52	52	52
6th	0	0	0	52	52	52	52
7th	0	0	0	0	52	52	52
8th	0	0	0	0	0	52	52
Total K-8	0	260	312	364	416	468	468

Alignment of Budget to Instructional Priorities

The Executive Director, in collaboration with the Board of Directors, ensures that annual budget development aligns directly with the school’s instructional priorities and long-term sustainability. Budget decisions prioritize mission-aligned investments, including core curricular materials, enrichment programming, professional development aligned to curriculum implementation, and intervention supports for students requiring additional academic assistance.

This disciplined allocation approach ensures that financial resources are directed first toward instructional quality and program fidelity, supporting sustained academic achievement as the school expands.

Budget (10B)

Staffing Plan Alignment

The staffing model is directly aligned to projected enrollment and grade-level expansion. In FY28, the school opens with two sections per grade in Kindergarten through Grade 4 (26 students per section). Licensed classroom teachers are added annually as new grade levels are introduced, maintaining consistent class sizes and instructional ratios. When appropriate, the school may hire teachers participating in an approved alternative licensure program, consistent with Colorado Department of Education requirements, to support recruitment of high-quality candidates aligned to the school’s instructional model.

Administrative and support staff positions are phased to reflect school size and operational complexity. The staffing plan includes a principal, assistant principal, office support, licensed support personnel, and classified staff consistent with the founding campus model. Personnel increases occur only as enrollment grows, ensuring staffing costs do not outpace revenue.

Salary projections reflect current compensation levels with modest annual increases consistent with historical practice. Participation in PERA and standard benefit contributions are incorporated into total compensation calculations.

Facility Lease

The budget includes projected facility lease obligations of approximately \$572,000 in FY28 and \$706,992 in FY29. Lease projections are based on anticipated square footage requirements and market-informed cost estimates. Facility costs scale as enrollment expands and represent a responsible percentage of total expenditures.

Purchased Services

Purchased services include:

- District services overhead.

- Special education services.
- ELL services.
- Technology services.
- Other contracted operational supports.

These costs are based on current district rates and historical expenditure patterns from the founding campus. Purchased services increase proportionally with enrollment and programmatic needs.

Supplies, Materials, and Property

Instructional materials, classroom supplies, textbooks, and technology are budgeted per-student and adjusted annually based on enrollment growth. Property and equipment expenditures support phased classroom expansion and initial build-out needs.

Other Operating Costs

Dues, fees, and administrative expenses are based on current operational experience at the founding campus and adjusted proportionally for enrollment growth.

Multi-Year Projections (FY30–FY32)

In Years 3 through 5, enrollment increases incrementally as additional grade levels are added annually through full K–8 implementation. Revenue projections continue to scale proportionally with funded pupil count, consistent with district PPR and mill levy allocations.

Staffing additions align directly to grade-level expansion, with instructional and support personnel phased based on student enrollment. Facility and purchased service costs scale in proportion to school size. The financial model reflects continued positive operating results and responsible reserve development throughout the five-year term.

Student Fee Schedule

In accordance with C.R.S. § 22-32-117, Heritage Heights Academy Washington may assess limited student fees reasonably related to the actual cost of consumable supplies or voluntary services. Fees are not charged as a condition of enrollment or attendance in any required class.

The founding Heritage Heights Academy campus currently assesses an annual general student fee to offset consumable supplies and course-specific materials. HHA Washington anticipates implementing a similar fee structure, aligned to the needs of the Washington Campus and approved annually by the Board of Directors. Projected student participation fee revenue reflected in the budget is modest and does not constitute a material portion of total operating revenue.

Additional optional fees may apply to voluntary activities such as before/after school programs, yearbooks, transcripts, field trips, or other extracurricular offerings.

Consistent with state law, full or partial fee waivers and alternative payment arrangements will be available to families experiencing financial hardship. No student will be excluded from participation due to inability to pay. A detailed fee schedule, including the purpose and cost basis for each fee, will be published in the Parent Handbook and made available to families annually.

Funding and Sustainability of Programs

The Executive Director, in collaboration with the Board, ensures that budgeting decisions align with the school's instructional priorities and long-term sustainability. Annual budget development prioritizes mission-aligned investments, including:

- Core curricular materials (e.g., Core Knowledge, Dimensions Math, Math and You, FOSS)
- Specials and enrichment programming
- Professional development aligned to curriculum implementation
- Intervention materials and academic supports

This resource allocation structure ensures that instructional programs are implemented with fidelity and sustained over time in support of student achievement.

Annual Audit

Heritage Heights Academy has a consistent record of obtaining annual independent financial audits in accordance with state and federal requirements. HHA Washington will operate under the same financial governance and internal control structure as the founding campus and will obtain an annual independent audit conducted by a licensed Certified Public Accountant in accordance with C.R.S. § 22-44-109 and all applicable statutory requirements.

The audit will be conducted in accordance with Generally Accepted Accounting Principles (GAAP) and Government Auditing Standards. The completed audit will be presented to the Board of Directors in a public meeting and submitted to the Cherry Creek School District and the Colorado Department of Education within required timelines.

Cash Flow Schedule

A projected cash flow schedule is included in **Appendix A**. The schedule reflects the anticipated timing of state per-pupil revenue distributions, mill levy override allocations, and other revenue sources, as well as monthly payroll, lease, and operating obligations.

The Finance Committee and school leadership review cash flow projections regularly to ensure adequate liquidity, compliance with fiscal policies, and responsible management of operating and TABOR reserves.

Contingency Plans (10C)

Heritage Heights Academy (HHA), the governing nonprofit organization, maintains centralized financial oversight for all campuses, including the proposed Washington Campus. All grants and philanthropic investments are awarded to and managed by HHA under the direction of the Board of Directors and Executive Director.

HHA has secured and pursued philanthropic investments to support responsible growth and expansion activities. These resources may support planning, launch, and program enhancement for the Washington Campus; however, the five-year financial projections demonstrate the ability to open and operate without reliance on grant funding for essential instructional staffing or required operational expenses.

In the event that anticipated philanthropic funding is not secured, HHA's existing operating reserves and conservative budgeting practices provide sufficient financial stability to support responsible implementation of the Washington Campus.

Transparency (10D)

Board Oversight

The Board of Directors provides active financial oversight through the Board Treasurer and Finance Committee. Monthly financial reports are presented at public Board meetings and include:

- Budget-to-actual statements
- Detailed revenue and expenditure reports
- Cash flow projections
- Balance sheet summaries

All financial deliberations are conducted in compliance with the Colorado Open Meetings Act.

Budget Development and Approval

The school adopts an annual balanced budget in accordance with Colorado statute and Generally Accepted Accounting Principles (GAAP). The Executive Director develops the proposed budget in collaboration with the Finance Committee and school leadership. The full Board reviews and approves the final budget during a public meeting prior to submission to the District.

Internal Controls

HHA Washington will operate under the established financial policy framework of Heritage Heights Academy. Internal controls include:

- Segregation of financial duties
- Dual-signature requirements above established thresholds
- Defined procurement and purchase order procedures
- Monthly bank and account reconciliations
- Ongoing CPA consultation and Board review

These systems ensure compliance, audit integrity, and responsible stewardship of public funds.

Colorado Financial Transparency Act Compliance

In accordance with the Colorado Financial Transparency Act, HHA Washington will publish required financial information on its website, including:

- Adopted annual budgets
- Quarterly financial statements
- Annual independent audit
- Salary schedules
- Required check registers and credit card statements
- Board-adopted financial policies

Financial documents and projections are included in **Appendix B**.

Purchased Services from the District (10E)

HHA Washington anticipates purchasing selected services from Cherry Creek School District (CCSD) consistent with the existing service agreement in place for the founding campus. These services support compliance, student services, and operational efficiency and are incorporated into the five-year operating budget.

Budgeted district-purchased services include:

- District administrative overhead (District Services OH)
- Special education staffing support, evaluations, and related services
- Health services
- English Language Learner (ELL) services
- Assessment coordination and required state testing support
- Technology and student information system access

All services will be formalized annually through a District services agreement. Final service selections and cost allocations will be determined in coordination with CCSD prior to opening and may be adjusted annually based on enrollment and student needs.

A copy of the existing Heritage Heights Academy–CCSD services agreement is included in **Appendix A** to demonstrate the scope and structure of services typically purchased.

Insurance (10F)

HHA Washington will maintain comprehensive insurance coverage that meets or exceeds Cherry Creek School District requirements. Coverage will include, at a minimum:

- Workers' compensation insurance
- Commercial general liability insurance (minimum \$2 million per occurrence, or as required by District standards)
- Property insurance covering facilities, improvements, and contents
- Educators' legal liability insurance
- Automobile liability insurance, as applicable

Certificates of insurance will be provided to CCSD annually and upon request.

For facility improvements, renovations, or additions, HHA Washington will ensure appropriate construction-related risk coverage, either through adjusted property limits or project-specific policies as advised by the school's insurance broker. For any future new construction, builder's risk or equivalent coverage will be secured for the duration of construction.

The charter contract will define the allocation of legal liability between Cherry Creek School District and HHA Washington in accordance with Colorado charter statute and applicable law.

A summary of insurance coverage is included in **Appendix B**.

Facilities (10G)

Heritage Heights Academy, Washington Campus (HHA Washington) has developed a facilities plan aligned to its phased enrollment model and long-term financial sustainability. The Board of Directors is actively advancing a site within Cherry Creek School District boundaries and is engaged in ongoing lease negotiations. Preliminary construction assessments and cost estimates have been obtained to confirm feasibility, tenant improvement scope, and alignment with enrollment projections. In parallel, the Board has evaluated additional properties within district boundaries to ensure continuity of planning and timely execution should adjustments be required.

Facility Profile and Program Alignment

The preferred site is located within an established commercial corridor in Aurora with access to major transportation routes and surrounding residential neighborhoods. Site selection is guided by instructional program needs, enrollment projections, financial feasibility, and compliance with district and regulatory requirements.

The Board has evaluated site suitability based on:

- Accessibility for families across the projected enrollment area
- Adequate parking and safe drop-off and pick-up circulation
- Infrastructure capable of supporting educational occupancy, subject to required approvals
- Compliance with ADA, fire safety, zoning, and municipal occupancy standards

The contemplated configuration supports the phased K–8 growth model, including:

- Two classrooms per grade level at full enrollment
- Dedicated instructional spaces for core academics
- Administrative and student services offices
- Enrichment areas for physical education and fine arts

The facility layout has been evaluated to ensure operational feasibility, efficient circulation, and flexibility to accommodate projected enrollment growth. While the proposed model reflects two sections per grade at full enrollment, the site configuration may allow for potential future capacity adjustments, subject to enrollment demand, Board approval, and authorizer review. Preliminary planning has included consideration of space configuration, utilities, tenant improvements, and operational feasibility to ensure alignment with enrollment growth and budget projections.

Method of Acquisition

HHA Washington anticipates securing the facility through a long-term lease agreement. Lease negotiations include:

- Lease duration and renewal terms
- Tenant improvement allowances, if applicable
- Allocation of maintenance and capital improvement responsibilities
- Compliance with district occupancy and zoning requirements

Upon execution, a copy of the lease will be provided to Cherry Creek School District in accordance with charter contract requirements.

Should acquisition of a permanent facility become viable in future years, any purchase would require Board approval and a sustainable financial plan.

Expected Costs and Maintenance

The five-year operating budget reflects conservative, market-based assumptions for facility-related expenses informed by:

- Existing Heritage Heights Academy lease and utilities history
- Comparable commercial lease rates within CCSD boundaries
- Historical custodial, maintenance, and service contract costs

The projected facility lease line item reflects a reasonable per-square-foot rate for educational occupancy and scales with enrollment growth. Utilities, maintenance, and contracted services are estimated using actual founding campus experience, adjusted for projected square footage and student enrollment.

Operational services will be secured through lease terms and contracted providers as appropriate and may include:

- Custodial services
- Snow removal and landscaping
- Routine repairs and preventative maintenance
- Waste and recycling services
- Fire and life safety inspections
- Security monitoring

Established vendor relationships will be utilized where appropriate, with competitive solicitation as needed to ensure cost-effectiveness and compliance.

All facility-related expenses are incorporated into the five-year budget projections.

District Review and Approval

Final site selection and occupancy are contingent upon review and approval by Cherry Creek School District. Prior to opening, the selected facility will undergo required district review to confirm compliance with safety, zoning, fire code, and occupancy standards.

HHA Washington will coordinate with CCSD facilities, risk management, and safety personnel to ensure full compliance prior to occupancy.

Facility Contingency Planning

If negotiations for the preferred facility are not finalized, the Board has identified alternative site options that meet the same instructional, capacity, and financial criteria. These alternatives have been evaluated for suitability, zoning compatibility, and lease feasibility, mitigating risks associated with facility acquisition timelines.

Transportation and Food Services (10H)

Food Services Program

HHA Washington will provide students access to nutritious meals through participation in the National School Lunch Program and/or through a contracted food service provider. The school will comply with all applicable federal and state nutrition standards, health and safety regulations, procurement requirements, and reporting obligations.

Students eligible for free or reduced-price meals will receive benefits in a manner that protects privacy and avoids stigma.

If services are provided through Cherry Creek School District, arrangements will be formalized annually through the District's purchased services agreement and reflected in the operating budget. If a third-party provider is utilized, the school will execute a compliant food service contract prior to opening and maintain all required documentation.

Transportation Plan

HHA Washington will follow the same transportation model as the founding campus and will not operate daily bus service. The school does not plan to contract with third-party providers for general home-to-school transportation. Families will be responsible for transporting students to and from school.

This model is consistent with common charter practice within CCSD and is reflected in the school's operational and budget planning.

Transportation for Special Populations

HHA Washington will comply with all applicable federal and state laws regarding transportation for eligible student populations.

- **Students with Disabilities:** When transportation is identified as a related service in a student's Individualized Education Program (IEP), transportation will be provided in coordination with Cherry Creek School District in accordance with applicable law and the charter contract.
- **Students Experiencing Homelessness:** The school will follow federal and district procedures to ensure eligible students receive required transportation support.
- **Students with Section 504 Plans:** Transportation needs will be evaluated on a case-by-case basis in accordance with applicable law and district procedures.

Field Trips and Co-Curricular Activities

Transportation for field trips and school-sponsored activities will be provided through approved parent drivers who have completed required background checks and provided

proof of insurance, or through short-term chartered transportation services when appropriate and compliant with school policy.

Transportation Fees (10I)

HHA Washington is not requesting authority to impose transportation fees at opening and does not plan to do so.

If future circumstances warrant consideration of a transportation fee, the Board would:

- Conduct a review aligned with state law
- Establish a clear fee structure and rationale
- Provide exemptions or waivers for low-income families
- Approve any fee in a public Board meeting prior to implementation

This approach ensures transparency, equity, and compliance with statutory requirements.

DISPUTE RESOLUTION (11)

Heritage Heights Academy, Washington Campus (HHA Washington) is committed to working collaboratively with the Cherry Creek School District (CCSD) to resolve disputes in a fair, transparent, and timely manner, consistent with the provisions of the Colorado Charter Schools Act (C.R.S. 22-30.5-107.5) and the school’s Charter Contract.

In the event any dispute arises between CCSD and HHA Washington, including, but not limited to, disputes regarding the Charter Contract or the implementation of or waiver from any school district policies, regulations, or procedures, such dispute shall first be submitted to the Superintendent of CCSD or the Superintendent’s designee for review. Thereafter, representatives of CCSD and HHA Washington shall meet and attempt in good faith to negotiate a resolution of the dispute.

If the representatives are unable to resolve the dispute informally pursuant to this procedure, they shall submit the matter to independent mediation, to be initiated within fifteen (15) calendar days following either party’s written request for mediation (the “moving party”). The mediator shall be agreed upon by both parties within the same fifteen (15)-day period. If the parties are unable to agree upon a mediator, the moving party shall obtain a list of five names from the Judicial Arbitrator Group (Denver, Colorado) and submit the list to the other party, who shall strike one name, return the list to the moving party, and so forth until one name remains. The remaining person shall serve as mediator. This striking process shall be completed within ten (10) days after delivery of the list to the non-moving party.

The mediation shall be scheduled and concluded within one hundred twenty (120) days of the moving party’s written request for mediation. The mediator shall issue final written findings to both parties within this same timeframe. Mediation costs shall be apportioned equally between the parties. The mediation process shall be closed to the public, and all information submitted during mediation shall remain confidential to the extent permitted by law.

If the dispute is not resolved at the conclusion of mediation, the mediator shall make an advisory recommendation to the CCSD Board of Education, which shall review the recommendation and issue a final written decision within thirty (30) days of receiving the mediator’s findings. The decision of the CCSD Board shall be final; provided, however, that HHA Washington retains the right to appeal to the State Board of Education for matters within the State Board’s jurisdiction, in accordance with governing law.

This process fulfills the requirements of C.R.S. 22-30.5-107.5, ensuring that disputes between the authorizer and the charter school are handled through a structured, collaborative, and time-bound process designed to reach resolution within the timelines established by law and the charter contract.

REQUESTED WAIVERS (12)

Heritage Heights Academy, Washington Campus (HHA Washington) will request the same state statutory waivers approved for Heritage Heights Academy (HHA) in its 2024 charter renewal. These waivers are granted pursuant to the Colorado Charter Schools Act and support operational autonomy while maintaining full accountability to the District and State.

District Policy Waivers (12A)

HHA Washington is not requesting waivers of Cherry Creek School District Board policies at this time. The school will operate in accordance with applicable district policies except where statutory flexibility is provided through approved state waivers and the charter contract. Should future operational needs arise, the school may request additional waivers in accordance with Colorado law and district procedures, subject to Board and authorizer approval.

State Law (12B)

Pursuant to C.R.S. § 22-30.5-104, charter schools may receive automatic and non-automatic waivers from specified state statutes.

HHA Washington will request the same state statutory waivers currently approved for HHA. These include:

Automatic Waivers

Automatic waivers granted by the State Board of Education to all charter schools upon authorization, providing flexibility in governance, staffing authority, curriculum selection, budgeting, and scheduling while maintaining accountability for student outcomes and fiscal integrity.

Non-Automatic Waivers

Non-automatic statutory waivers previously approved for HHA, including waivers related to:

- Personnel evaluation authority
- School calendar and contact hours
- Licensure flexibility
- Competitive bidding and financial authority
- Teacher employment provisions

Each waiver includes an approved rationale and replacement plan that meets the intent of the applicable statute.

A complete list of statutory citations, rationales, and replacement plans is included in **Appendix F**.

Accountability and Impact

The requested statutory waivers are not expected to have a financial impact on the District and will be evaluated through the same academic, financial, and organizational accountability measures that apply under the charter contract.

HHA Washington remains fully compliant with all non-waivable state and federal requirements, including civil rights protections, safety regulations, accountability reporting, and financial transparency statutes.

EDUCATION MANAGEMENT PROVIDER (13)

Heritage Heights Academy, Washington Campus (HHA Washington) will not contract with an Education Management Provider (EMP) or any external organization for school management services. The school will be governed independently by its own Board of Directors and led by an on-site Head of School/Principal, consistent with Colorado law and the governance structure established by Heritage Heights Academy.

All academic, financial, and operational responsibilities will remain under the direct oversight of the HHA Governing Board, ensuring full accountability for student performance and school management.

Governance policies, board accountability tools, leadership documentation, and required compliance policies are provided in **Appendix A**.

APPENDIX LIST

- **Intent to Apply to Become a District Charter School** (Exhibit LBD-E)- *Submitted January 7, 2026*
- **CCSD FY26-27 Charter Budget Application BASR 1.29.26**

Appendix A: Governance and Leadership

- Articles of Incorporation
- IRS 501(c)(3) Determination Letter
- Bylaws (including Conflict of Interest Policy)
- Board Performance Rubric
- Board Code of Conduct
- Board Meeting Calendar (2026–2027)
- Grievance Policy
- Nondiscrimination Policy
- Leadership Team Bios

Appendix B: Financial Management and Facilities

- Financial Policy
- Insurance Coverage Summary

Appendix C: Enrollment, Community Demand, and Student Access

- Intent to Enroll Summary
- Sample Intent to Enroll Form
- Enrollment/Waitlist Policy
- Parent Letters of Support
- Community and Partner Letters of Support
- Marketing Plan

Appendix D: Staffing and Organizational Structure

- Central Office Plan
- Staffing Growth Timeline
- Job Descriptions
- Employee Handbook

Appendix E: Academic Program, Assessment, School Culture, and Student Supports

- Academic Program Overview
- Goals Summary
- Replication Outcomes Crosswalk (HHA to HHA Washington)

HERITAGE HEIGHTS ACADEMY – WASHINGTON CAMPUS
Charter School Application Narrative
Cherry Creek School District

- Assessment Plan
- School Culture and Climate Summary
- MTSS Intervention Plan
- CCSD Purchased Services Agreement 2025-26
- Sample Instructional Schedule

Appendix F: Waivers

- Approved waivers for HHA