Section L contains policies, regulations and exhibits on the school district’s relationship with other education agencies including other school systems, regional or service districts, private schools, colleges and universities, education research organizations and state and national education agencies. Included in this section are policies on student teaching, charter schools and Centennial Board of Cooperative Educational Services (BOCES).

LB - Relations with Other Schools and School Systems
LBB - Cooperative Educational Programming
LBD - Relations with Charter Schools
LBD-R - Relations with Charter Schools *(Procedures for Establishment, Renewal, Revocation and Waivers)*
LBDB-1 - Relations with Institute Charter Schools (School Boards with Exclusive Chartering Authority)
LBD-E - Intent to Apply to Become a District Charter School
LBD-E2 - Colorado Charter School Application, Checklist, and Review Process
LC - Relations with Education Research Agencies
LC-R - Relations with Education Research Agencies *(Research Testing Guidelines)* – Regulation
LDA - Student Teaching and Internships
Relations with Other Schools and School Systems

The Board shall cooperate whenever possible with other school districts, with boards of cooperative services and with other local, state and regional agencies and organizations in matters of common concern.

This cooperation may extend to such areas as joint educational services, research, exchange of data and information, coordination of curriculum, coordination of school activities and calendars, and cooperative use of school facilities.

Before joining any cooperative programs or participating in joint educational services with other districts, the Board shall carefully weigh the desirability and feasibility of such cooperation and shall make sure that in all instances the best interests of the district's students are served.

Adopted: February 10, 1986
Reviewed: August 10, 1998
Reviewed: August 7, 2019

LEGAL REF.:
C.R.S. 22-32-122

CROSS REF.:
LBB – Cooperative Educational Programming
Cooperative Educational Programming

Weld County School District RE-5J is a member of the Centennial Board of Cooperative Educational Services (BOCES).

The Board shall appoint one of its members to serve on the BOCES board and one member to serve as an alternate. Their terms of office shall have the same expiration date as the terms for which they are serving on the local Board. It shall be their duty to keep the Board informed of BOCES’ activities and programs.

The district shall participate in the programs offered by BOCES depending on the needs of the district.

Adopted: February 10, 1986
Revised: August 10, 1988
Revised: August 7, 2019

LEGAL REFS.:
C.R.S. 22-5-101
C.R.S. 22-5-104 (2)
C.R.S. 22-5-117
C.R.S 22-5.5-101 et seq. (Regional Service Areas Act)
C.R.S. 22-32-122
Relations with District Charter Schools

The Board of Education supports efforts by parents/guardians, teachers or other interested persons or organizations interested in establishing district charter schools within the district. In accordance with state law, district charter schools are intended to:

- Expand learning opportunities for all students.
- Encourage diverse approaches to learning through the use of different, innovative, research-based or proven teaching methods.
- Provide parents/guardians and students with expanded choices in the types of educational opportunities that are available within the public school system.
- Encourage parental and community involvement with public schools.

A district charter school shall be a public, nonsectarian, nonreligious, non-home based school which operates within the school district and is accountable to the district’s Board of Education. It is subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation (which includes transgender), genetic information, age, national origin, religion, ancestry or need for special education services. A district charter school has standing to sue and be sued in its own name for the enforcement of any contract it is authorized by law to enter into.

Enrollment shall be open to any child who resides within the school district or in contiguous school districts and who meets the criteria in the district charter application. However, no district charter school shall be required to make alterations in the structure of its facility or the arrangement or function of rooms within the facility except as may be required by state or federal law. The majority of the district charter school’s students, other than online students, must reside in the school district or in contiguous school districts. Students participating in any online program offered by the district charter school are not required to reside in the district or contiguous districts and there shall be no restriction on the number of online students that may enroll in any online program offered by the district charter school. A district charter school shall not charge tuition except as otherwise provided by law.

Each district charter school shall be governed by its own governing body in a manner agreed to by the district charter school applicant and the Board. An approved district charter application shall serve as the basis for negotiating a contract between the district charter school and the Board. The contract shall reflect all agreements between the district and the charter school including the waiver of local district policies and the waiver of statutory requirements or rules by the State Board of Education.
A district charter school shall comply with all the state financial and budget rules, regulations, and financial reporting requirements with which the school district is required to comply.

A district charter school shall be responsible for its own operation including, but not limited to preparation of a budget, contracting for services and personnel matters. Services for which a district charter school contracts with the school district shall be negotiated and provided at district cost. No rent shall be charged for use of district facilities which may be available for the district charter school. Any moneys received by a district charter school from any source that remain at the end of any budget year shall remain in the district charter school account for use by the district charter school in subsequent years.

A district charter school may offer any educational program that may be offered by a school district, including an online program, unless expressly prohibited by its district charter or by state law.

The Board encourages district charter applicants to develop an educational program to serve the needs of students considered “at-risk” academically as evidenced by poor performance on the state assessments, among other things.

A district charter school shall begin in the fall following the date the application is approved, unless another starting time is agreed upon by the Board and the applicant.

The period for which a new district charter may be approved is a minimum of four years. Renewal of a district charter shall be for a specified periods of time.

Adopted: August 27, 2001
Revised: August 7, 2019

LEGAL REFS.:

C.R.S. 13-80-103.9 (liability for failure to perform an education employment required background check)
C.R.S. 19-2-402 (3)(c) (charter schools pay the proportionate share of educational expenses of students in juvenile detention facilities)
C.R.S. 22-2-119 (inquiries prior to hiring) C.R.S. 22-30.5-101 et seq. (Charter Schools Act)
C.R.S. 22-30.5-101 et seq. (Charter Schools Act)
C.R.S. 22-30.5-110 (1.3) (district shall adopt procedures and timelines for the charter renewal process)
C.R.S. 22-30.5-110 (6) (district shall adopt procedures for closing a charter)
C.R.S. 22-30.5-701 et seq. (Charter School Emergency Powers Act)
C.R.S. 22-32-120 (5) (district charter school may apply to the Colorado Department of Education for authorization as a school food authority)
C.R.S. 22-32-124 (Pursuant to Section 104 of the Charter Schools Act – all decisions regarding the planning, siting, and inspection of charter schools shall be made in accordance with the same statute that applies to school districts.)
1 CCR 301-88 (State Board of Education’s rules establishing guiding principles for charter schools and charter school authorizers)
Relations with District Charter Schools

(Procedures for Establishment, Review, Renewal, Revocation, and Closure)

A. Application Requirement

Prerequisite for Filing Application

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

Intent to Apply

At least 15 days before submitting an application, applicants must file an Intent to Apply form (LBD*-E) with the district.

Timeline for Submission of Application

In accordance with this regulation, a district charter school applicant shall submit an application to the district by September 1 of the year preceding the proposed opening of the district charter school. This allows time for district administrator(s) to review the application for completeness and a review by the district accountability committee before the application is officially submitted to the Board. However, the Board and the applicant may jointly waive this deadline.

Contents of the Application

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

Intent to Apply form (LBD*-E)


These elements include:

- Executive Summary
- Vision and Mission Statements
- Goals, Objectives, and Pupil Performance Standards
- Evidence of Support
Submission Procedures

No application fee will be charged by the Board.

The applicant must provide two original copies of the completed application printed single-sided on white paper, not stapled, and an electronic copy of the application.

At least 15 days prior to submitting an application, the applicant shall complete the intent to apply form (exhibit LBD*-E) and provide the completed form to the district’s superintendent.

On or before September 1 of the year preceding the proposed opening of the district charter school, the applicant shall submit the application to the district’s superintendent. Within 15 days after receiving the application, the superintendent shall review the application to determine whether all components required by law and policy have been addressed and if the application is deemed incomplete, the superintendent will document the missing components in a written notice to the applicant within the 15 day period. Applicants shall be allowed 15 days from the date of receipt of such notification to provide the missing information.

Alternatively, the applicant may elect to withdraw the application or submit a complete application in a future year.

If the application is deemed complete, the district administrator will indicate the date the applicant filed the initial application and forward the application to the district accountability committee.
Review by District Accountability Committee

The district accountability committee shall review an application before submission to the Board. The committee shall include one person, who need not reside in the district, with knowledge of district charter schools and one parent of a student in the district. The parent must be a district charter school parent if the district has a district charter school. The district accountability committee will have up to 45 calendar days to review the application. Upon the committee’s completion of its review, the designated district administrator(s) shall share the findings of the review by the district accountability committee at the next regular Board meeting.

Review by the Board

The Board shall not accept or consider an incomplete application nor shall the Board take action on an application if the information deemed necessary by the district administration to complete the application is not received within the 15 day period allowed by state law. Statutory timelines for Board action upon a complete district charter application shall commence when the district’s superintendent receives the initial charter application from the charter applicant. Once a complete application has been accepted by the Board, the Board may interview the district charter applicant. Interviewing the applicant does not preclude the Board from requiring the applicant to submit additional information or documentation.

Public Meetings

After giving reasonable notice, the Board shall schedule and hold community meetings in the affected areas or the entire district to obtain information to assist the Board to make a decision about the district charter school application.

Decision on the District Charter Application

The Board shall make a decision on a complete district charter school application by resolution in a regular or special Board meeting within 90 days after receipt of receiving the official charter application from the charter applicant deadline or such deadline as may be mutually agreed upon by the Board and the applicant.

The Board may approve, approve with conditions, or deny the district charter application.

If the application is approved, the district charter shall be granted for a period of at least four academic years.

The Board may unilaterally impose conditions on a district charter school applicant only through adoption of a Board resolution. Such resolution shall, at a minimum, state the Board’s reasons for imposing the conditions unilaterally. If the
application is approved with conditions, the applicant must satisfy all conditions before the Board may approve the application. An applicant’s failure to satisfy all of the Board’s conditions shall result in the Board’s denial of the application.

If the application is denied or if the Board does not review the application, the Board will set forth in writing the grounds for denial or refusal to review. The Board shall notify the Colorado Department of Education of the denial and the reasons within 15 days after it makes this decision. If the application is approved, the Board will send a copy of the approved district charter to the Colorado Department of Education within 15 days after Board approval of the application.

**Negotiations**

All negotiations between the Board and an approved district charter school on the district charter agreement shall be concluded by and all terms agreed upon no later than 90 days after the Board resolution approving the district charter application.

**B. Annual Performance Review of District Charter**

The district’s administration shall create a process for and ensure an annual review of the district charter school’s performance.

At a minimum, the review shall include the district charter school’s progress toward meeting the objectives of its accreditation plan and the results of the district charter school’s most recent annual financial audit.

If the district charter school is required to implement a turnaround plan for a second consecutive school year, it shall also present the turnaround plan, a summary of changes made to improve its performance, and evidence that it is making sufficient improvement to attain a higher accreditation category within two school years or sooner.

The district charter school shall receive written feedback from the annual review and a copy shall be given to the Board for consideration in any decision to renew, revoke, or renegotiate the district charter.

**C. Renewal of a District Charter**

Each district charter shall be provided a copy of these renewal procedures and timelines and receive a copy of any subsequent revisions to the procedures or timelines.

The governing body of a district charter school shall submit a renewal application to the Board no later than December 1 of the year prior to the year in which the district charter expires. The renewal application shall contain a complete report on the progress of the school in achieving the goals, objectives, student
performance standards, academic standards, targets for the measures used to
determine the levels of attainment of the accreditation performance indicators
and other terms of the district charter contract and the results achieved by the
district charter school students on state assessments.

The renewal application shall also include a financial statement that discloses
the costs of administration, instruction and other spending categories for the
school; and any information or materials resulting from the district’s annual
review of the district charter school.

D. Revocation of a District Charter
   1. A district charter may be revoked or not renewed by the Board if the Board
determines that the district charter school did any of the following:
      Committed a material violation of any of the conditions, standards or
      procedures in the contract;
   2. Failed to meet or make adequate progress towards achievement of the
goals, objectives academic standards, pupil performance standards,
      targets for the measures used to determine the levels of attainment of the
      student performance indicators, applicable federal requirements, or other
      terms identified in the contract;
   3. Failed to make sufficient improvement to attain an accreditation category
      higher than turnaround status within two school years or if the district
      charter school is required to implement a turnaround plan for a third
      consecutive year;
   4. Failed to meet generally accepted standards of fiscal management; or
   5. Violated any provision of law from which the district charter school is not
      specifically exempt.

The school district administration shall provide the Board and district charter
school a written recommendation concerning whether to revoke or renew the
district charter, including reasons supporting the recommendation. The
recommendation shall be submitted at least 15 days prior to the date the Board
will consider action to revoke or renew the district charter.

If the Board revokes or does not renew a district charter, the Board shall state its
reasons for doing so.

E. Closure of a District Charter School

Following nonrenewal or revocation of a district charter school’s charter, the
school district shall, when practicable, allow the district charter school to continue
to operate through the end of the school year. However, if the Board determines
it is necessary to close the district charter school prior to the end of the school
year, the school district shall work with the district charter school to determine an
earlier closure date.

The school district shall work with the parents of students enrolled in the district charter school to ensure the district charter school meets its financial, legal and reporting obligations during the period of time that the district charter school is concluding its operations.

Adopted: August 27, 2001
Revised: December 5, 2011
Revised: August 7, 2019
Relations with Institute Charter Schools
(School Boards with Exclusive Chartering Authority)

It is the intent of the Board of Education to retain exclusive chartering authority. In doing so, the Board is responsible for approval and oversight of charter schools operating within the boundaries of the school district. The Board directs the superintendent to take necessary steps to ensure that the Board retains its exclusive chartering authority. It is the Board's understanding that once the Board obtains exclusive chartering authority this authority shall continue so long as the district complies with state law relating to fair and equitable treatment of charter schools.

Adoption: August 7, 2019

LEGAL REF.:
   C.R.S. 22-30.5-504 (criteria for obtaining exclusive chartering authority)
Intent to Apply to Become a District Charter School

Instructions:
All district charter school applicants must file the Charter School Intent to Apply form with the district at least 15 days before submitting an application to the Board of Education. The intent to apply form may be returned by fax to (970) 587-2607 or email to listen@weldre5j.org. The form should also be the first document included in the district charter school application.

The Charter School Intent to Apply form can be found in Appendix A, on pages 28 and 29, at www.charterschoolquality.org > Publications & Tools > Authorizers. The entire application packet can be found LBD_E2.

Adopted: August 7, 2019
Funding for this project was provided by the U.S. Department of Education’s Office of Innovation and Improvement as part of a National Activities Leadership Grant (Grant # U282N060030) for Building Charter School Quality: Strengthening Performance Management Among Schools, Authorizers, State Charter Support Organizations, and Funders.
BACKGROUND

This Standard Application, Checklist, and Review Rubric is meant to provide guidance in the writing and review of new charter school submissions. This document complements the Colorado Charter School: A Resource for Developing Charter School Contracts, and Sample Contract Language and Attachments. All of these documents are a product of a collaborative initiative of the Colorado Department of Education, the Colorado League of Charter Schools, and the Colorado Charter School Institute, and are available at www.charterschoolquality.org.

This document benefits from review by authorizers and charter schools. Additional feedback from authorizers and schools will be gathered over time to improve this document to ensure it continues to reflect best authorizing practices in Colorado.

This work is part of a larger four-year project entitled, “Building Charter School Quality: Strengthening Performance Management among Schools, Authorizers, State Charter Support Organizations and Funders,” which was supported by a National Activities grant from the U.S. Department of Education.
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Introduction

THE “COLORADO CHARTER SCHOOL STANDARD APPLICATION, CHECKLIST, AND REVIEW RUBRIC” WAS DEVELOPED TO PROVIDE GUIDANCE IN THE WRITING AND REVIEW OF NEW CHARTER SCHOOL SUBMISSIONS. THE TARGET AUDIENCE FOR THIS DOCUMENT IS BOTH THE FOUNDING GROUP (THE APPLICANT) AS THEY DEVELOP A CHARTER SCHOOL APPLICATION AND THE POTENTIAL AUTHORIZER (THE SCHOOL DISTRICT OR CHARTER SCHOOL INSTITUTE (CSI)) AS THEY REVIEW AND EVALUATE THE QUALITY AND COMPLETENESS OF THE APPLICATION.

This standard application is the result of collaboration between the Colorado Department of Education (CDE), the Colorado League of Charter Schools (the League), and the Charter School Institute (CSI). This document is intended to communicate the minimum standard for producing a comprehensive, high-quality, and complete charter school application. Using the format presented in this document is not a guarantee for charter approval. Authorizers are encouraged to build upon this format as a template. Use of this document as a template for applications will have policy implications for authorizers and should be reviewed and adapted accordingly. Applicants must research the expectations of the potential authorizer to ensure compliance with requirements. For example, individual school districts may choose to weight certain items in the application differently, may have additional requirements, or may have adopted an entirely different format.

This standard application is divided into 19 application components. The components appear in this document in the same order that they appear in the Colorado Revised Statutes (C.R.S. 22-30.5-106.1). It is important to remember that each of these components may require upfront training and education to meet the quality standard expected by the state and the potential authorizer.

Each component is divided into three sections: a Component Description, a Checklist for a Comprehensive Application, and an Evaluation Criteria. The Component Description is a narrative designed to give the applicant background information, reference to statute, and general explanation of the component. The Checklist for a Comprehensive Application may be used by both the applicant and the authorizer to monitor the completeness of the application. The Evaluation Criteria provides the authorizer with means of determining the quality of the application component, but may also be used by the applicant when targeting a high-quality school program. An Evaluation Rubric accompanies this document as Appendix B.
The format for the standard application is necessarily compartmentalized into the different application components. However, it is important to remember that each of the components relate to one another. Curriculum is not complete without consideration of assessment. Facilities cannot be sufficiently addressed in isolation from budgetary decisions. The completed application should tell a story that relates the application components into one comprehensive package. The vision and mission should be evident throughout the application, and all program elements and resource allocations should be in alignment with the proposed budget and school program. It is important to also consider that online school applications, or other unique programs, may not conform precisely to all components of this standard application. In these cases communication with the potential authorizer is imperative.

The companion to this standard application is the Charter School Application Flow Chart which presents an outline of the charter school application process. The flow chart can be found at www.startacoloradocharter.org.
Application Components

A. Executive Summary

Although an executive summary is not required by the Colorado Charter Schools Act, it serves as a concise explanation of the proposed charter school and identifies who is submitting the charter application. This section should be two to three pages long and include:

- The proposed school’s name, grade levels to be served, proposed opening date (month and year), grade levels upon opening and growth plan (if the school does not plan to initially open with all grade levels).
- Size of the school at build-out including the number of classes per grade level and the number of students per class.
- Vision and mission statements including a brief explanation of how they were created.
- A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission.
- How the proposed school will be more effective than the schools currently serving the targeted student population.
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.
- Student body to be served, such as key demographic data, targeted geographical area, etc.
- Evidence of a community need for a school of this nature.

The vision and mission statements should be succinct, easy to understand and easy to remember. Many schools post their vision/mission statement throughout their building and use it in their printed materials (e.g. Parent/Student Handbook and Employee Handbook). Resist the temptation to please everyone with these statements. Instead, define your school for potential students, parents and staff. Be as clear as possible and don’t use education “jargon.” Again, be clear so as to lend clarity to those who will ultimately implement the vision over the life of the charter school.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- The vision and mission statements describe the purpose for the charter school with a focus on outputs rather than inputs.
- The vision and mission statements are the driving force and rationale behind all other components of the application. It’s obvious that the school’s goals, educational program, operations, etc., align with and support the fulfillment of the vision and mission statements.
- The vision and mission statements express the ideal, long-term impact, scope and scale of the school. The vision articulates what the school hopes to be. The mission statement explains how the school will reach that goal.

3. EVALUATION RUBRIC

Excellent Vision and Mission Statements will have the following characteristics:

- Are clear, focused and compelling.
- Likely to produce high-quality education outcomes.
- Express clear guiding principles.
- Have priorities reflected throughout the application.

B. Vision and Mission Statements

1. COMPONENT DESCRIPTION

A charter school application must have a mission statement for the proposed school. Many schools have both a vision and a mission statement. The vision statement is a statement of how the charter school will look once it is operating (the big picture view). The mission statement is how the school intends to make that vision a reality.
C. Goals, Objectives and Pupil Performance Standards

1. COMPONENT DESCRIPTION

Accreditation is the process by which school districts and public schools receive certification from the State Board of Education. Accreditation rules are established to foster greater accountability from public schools and school districts for the betterment of public education. This section should be based on the state Accreditation Indicators, which can be found at the Colorado Department of Education (CDE)’s website at www.cde.state.co.us/index_accredit.htm. The authorizer may use this section of the charter school application as a basis for the accreditation plan it creates with the approved charter school. The application should reflect an understanding of the accreditation requirements of the chartering authority with a clear plan from the charter school applicants outlining how data will be obtained, and how that data will be provided to the chartering authority for their accreditation contract requirements with CDE.

It is understood that there are not actual baseline test scores, attendance rates or other data before the school is established. A charter applicant can either use the district average as a baseline and/or state that a baseline will be established in the first year of operation.

In Colorado, there are multiple forms of accountability by which public schools, including public charter schools, are measured. The State Board of Education has approved accreditation contracts with each of the school districts and the Charter School Institute (CSI). School districts and the CSI, in turn, accredit each of their public schools. The process for individual public schools to be accredited oftentimes mirrors the authorizer’s accreditation plan. Reviewing the authorizer’s accreditation plan is essential before writing this section.

In addition to Accreditation Indicators required by state law, a charter school may choose to have other measures for which they wish to be held accountable. Those indicators may include school climate or culture. Be sure to only include measures that the charter school is willing to be held accountable for over time, as these additional indicators would become a part of the school’s accountability plan.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ Provide goals that align with District/CSI Accreditation Indicators.

✔ Specified goals for making Adequate Yearly Progress (AYP).

✔ Goals are written “SMART” (Specific, Measurable, Attainable, Reflective of the school’s mission and Time-phased) which includes objectives and benchmarks (or state that a baseline will be established and how/when).

✔ Goals, in addition to Accreditation Indicators, match the proposed school’s mission and are based on valid and reliable methods to measure progress in non-Accreditation Indicator areas of school performance.

✔ Outline of how data will be obtained and how that data will be provided to the authorizer and CDE.

3. EVALUATION RUBRIC

An excellent Goals, Objectives and Pupil Performance Standards Plan will have the following characteristics:

• Alignment with the school’s vision/mission and the four Accreditation Indicators.

• Goals that are clear, specific, measurable, attainable, reflective of the school’s mission and time-phased.

• Objectives that clearly support the goals.

• A clear plan for the school to meet AYP.

• Plan for measuring student longitudinal growth, in addition to the state model, including data for GT, ELL and Special Education.

• Clear, realistic strategies for improving student achievement and closing achievement gaps for all groups of students.

• Understanding of, and strategy for, complying with state achievement and reporting requirements including those related to accountability reporting and Accreditation.
D. Evidence of Support

1. COMPONENT DESCRIPTION

A charter school application should include the aggregate number of students interested in the charter school at the different grade levels. Individual student and/or family information should NOT be included. Do NOT include copies of the Letters of Intent completed by prospective parents. Reference the figures used in the Intent to Submit Form and update the numbers if necessary. If appropriate to further demonstrate support, disaggregate the number of prospective students by zip code, school of attendance, gender or type of current school (home, private, public). After the charter school is approved, the founders will go through an enrollment process and verify which students will be attending the charter school. See C.R.S. 22-30.5-106(3) for more information.

It may be helpful to include letters of support from community leaders, business people or elected officials. These letters should state why the individual believes a new charter school would best serve the community. The tone of this section should illustrate a positive foundation of community support as opposed to a groundswell based on criticism. Care should be given to avoid derogatory comments about the authorizer’s current curricular and program offerings.

Explain how students and parents were informed of the proposed charter school and what community meetings were conducted. Outreach activities should be diverse and designed to reach all students in the community, thereby, ensuring equal access. If relevant to the community, meetings should be bilingual.

Explain the applicant team’s ties to and knowledge of the community. If the applicant team has established any partnerships or networking relationships, describe them and any resources or agreements that are planned, and include a Letter of Support or Intent. Specifically address what type of outreach activities have been made to at-risk populations, especially if the application is for the state CSI, whose mission is to serve at-risk student populations.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ Information about the proposed charter school’s student body including the intended students’ educational needs and demographics (racial/cultural, socioeconomic, special needs, and ELL). The application, in its entirety, reflects an understanding of the intended student population.

✔ A description of the type of broad outreach the founders conducted to make the student population and their families aware of the proposed charter school. This should include future plans if the charter school is approved.

✔ A summary of the number of students expressing an interest in the proposed school. This information should be disaggregated in a manner showing additional information about the prospective students.

✔ Information on community members and leaders who publicly support the proposed school and their role in the development of the school and application, if the proposed school is not being developed by parents.

✔ If there are any partnerships or networking relationships, provide an explanation of the planned resources or agreements that have been discussed.

3. EVALUATION RUBRIC

Evidence of Support means:

- A complete explanation of the student population the school intends to serve.
- An adequate number of parents, teachers, pupils or any combination thereof support the formation of this proposed charter school.
- Sufficient demand for the school exists and is aligned to the school’s growth plan.
- Community notification of a proposed charter school was broad enough to provide equal opportunity for students to enroll.
E. Educational Program

1. Component Description

A charter school application should include a description of the school’s educational program, pupil performance standards and curriculum, which must meet or exceed content standards and must be designed to enable each pupil to achieve such standards. Content standards are specific statements of what a student should know or be able to do relative to a particular academic area or areas. Instruction and assessment, in a standards based system, should be aligned with Colorado’s content standards. At the time of publication of this document, the Colorado model content standards and suggested grade level expectations are online at the Colorado Department of Education website at www.cde.state.co.us.

There should be a current research basis for selecting a particular curriculum. In addition to obtaining information from the publisher, research is available online at ERIC (www.eric.ed.gov) and the What Works Clearinghouse (www.whatworks.ed.gov). The research should support using the curriculum with the student body the proposed school will likely attract, and benchmark assessments should be chosen to align with the chosen curriculum.

All core content areas plus supplemental or elective areas should be described. If certain characteristics of the school culture are critical to the overall educational program (i.e., small school size, character education and high expectations), the research basis should thoroughly support the unique educational program design.

2. Checklist for Comprehensive Application

✔ Core content areas are described, including the curriculum, and supported by research matching the probable student population for the proposed school.

✔ Description of the educational program provides an explanation of how the curriculum is either already aligned to state model content standards, or will be aligned within the first year of school operation including a timeline and process for monitoring the success of the program.

✔ Description explains why the selected curriculum was chosen for the anticipated population of students.

✔ Supplemental curricula for electives or “special” courses is thoroughly described and based on state model content standards when available.

✔ Other vital aspects of the educational program design are thoroughly described and supported by research findings.
3. EVALUATION RUBRIC
An excellent proposal will demonstrate the following qualities related to the Educational Program:

- The curriculum framework is clearly presented, aligned with the school's vision/mission and provides an appropriate level of detail for the objectives, content, and skills for each subject and for all grades the school will serve.
- The curriculum is supported by research, by applicant experience and/or by sound reasoning behind its selection.
- Evidence is provided that the educational program is a good match for the intended student population.
- A clear outline of how the school will monitor the implementation of the curriculum. The plan identifies a timeline, a lead contact and specific action steps.
- A clear outline of how the school will use information from the curriculum monitoring process to facilitate professional development and continuous improvement in the education program. The plan identifies a timeline, a lead contact and specific action steps.
- The school day and school calendar are structured in ways that align with the educational program. The calendar and daily schedule reflect the minimum number of hours required by state statute (1,056 hours for secondary students; 968 hours for elementary students; no fewer than 160 days per year for all students; see C.R.S. 22-33-104 for more information).
- A convincing plan for ongoing curriculum development (e.g., revision of standards and benchmarks, improvement of curriculum alignment and assessment development) and Performance Management is in place for use in data-driven decision making.
- A plan for the development, mentorship, retention and regular evaluation of staff that is manageable and is clearly linked to the school’s mission and educational program, including a timeline, a lead contact and specific action steps.
- Evidence that school staff will be held to high professional standards.

F. Plan for Evaluating Pupil Performance

1. COMPONENT DESCRIPTION
A charter school application should include a clear plan for evaluating pupil performance across the curriculum. This plan should align with state performance standards as well as with the school’s pupil performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress, while still preserving as much class learning time as possible. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent, end of unit assessments) to track student skill and knowledge development. The plan will include how this data will be used to guide professional development of teachers as well as how this data will be used to guide refinement of the curriculum.

When developing the assessment plan consideration should be given to: the appropriateness of assessments to the curriculum; what will serve as baseline for student progress comparisons; the inclusion of state and federal assessments to demonstrate appropriate student growth (i.e., CELA, CSAP, AYP, CBLA); the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).
Be aware that all Colorado public schools including charter schools are subject to the Colorado Student Assessment Program (CSAP), which is aligned with the model state content standards. Access the CDE website for detailed information regarding this program. In addition, all Colorado public schools including charter schools are subject to the Colorado Basic Literacy Act (CBLA), which mandates that all students will be reading on the third grade level by the end of the third grade before they can move on to a fourth grade reading class. This law requires that the reading growth of all students be monitored carefully from kindergarten through third grade. Students not reading on that grade level must be placed on Individual Literacy Plans (ILP) through high school. CSAP is an integral part of this process and all third graders are required to participate in the state reading program and test, which is a part of CSAP. Further information about CBLA is also available on the CDE website.

Lastly, Colorado public schools are also held responsible for demonstrating Adequate Yearly Progress (AYP). Under the Elementary and Secondary Education Act, (ESEA), all states, school districts, schools and subgroups of 30 or more students within each school are required to make AYP. It represents the annual academic performance targets in reading and math that the state, school districts and schools must reach to be considered on track for 100% proficiency by school year 2013-14. To make AYP a school must (a) assess 95% of its students; (b) reach targets for either proficiency or reduce non-proficiency; and (c) reach targets for one other indicator - advanced level of performance for elementary and middle schools and graduation rate for high schools. Additional information on AYP can be found at www.cde.state.co.us/ayp/index.asp.

Finally, if the charter application includes high school, include graduation requirements and how those requirements meet standards put forth by the Colorado Commission on Higher Education for college preparation or how your requirements prepare students to enter the workforce (www.highered.colorado.gov/Academics/Admissions/coursecompletion.html).

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ A plan is in place explaining the use of internal assessments to include baseline data gathering, short- and long-term goals, types of assessments, and how the school will use this information to revise professional development and instruction.

✔ The application describes what formal assessments will be used in addition to CSAP that align with the school’s goals; that meet requirements of Colorado Basic Literacy Act (CBLA) and ILPs, accreditation, longitudinal growth measures, federal requirements, such as the Elementary and Secondary Education Act (ESEA), and Adequate Yearly Progress (AYP).

✔ The application describes which assessments will be used for literacy testing, and the process used to bring students up to grade level in reading, as required by CBLA.

✔ The application explains how the school will collect, analyze, triangulate and manage data on an ongoing basis. The school has created a data management plan to include a Student Information System, baseline, formative and summative assessments, a data warehouse, an academic data use summary and timeline of the plan. It identifies what other tools and resources will be used for data management purposes, such an internal database, data management service, etc. This section also explains how budget resources have been allocated to support these staffing and resource decisions.

✔ The application explains how student assessment and progress will be appropriately communicated to parents, the authorizer and the broader community.

✔ Clear information of requirements for promotion to the next grade level or for graduation requirements aligned with CCHE and district requirements as they pertain to a high school are included.

✔ In compliance with C.R.S. 22-30.5-106 (f), the application provides a description of the charter school’s procedures for taking corrective action in the event that pupil performance at the charter school falls below the achievement goals approved by the authorizer in the charter contract, including a timeline, responsible person and staffing changes as appropriate.
3. EVALUATION RUBRIC

An excellent Pupil Performance Evaluation Plan will include the following characteristics:

- Alignment with the school’s mission and clearly defined educational objectives.
- Evaluation that is sufficiently frequent and detailed to determine whether students are making adequate progress.
- Adequate information on how the school will use a data management system to collect and analyze student academic achievement data, use the data to modify instructional practices and report the data to the school community.
- Clear description of the expected range of assessment tools including, but not limited to, state-mandated assessments.
- Strategies to monitor all students at the school and to take appropriate corrective action including a timeline, a lead contact, and specific action steps (such as a Response to Intervention model).
- Clear procedures for taking corrective action in the event that pupil performance falls short of the goals.
- Plan for administering statewide assessments consistent with C.R.S. 22-7-406-409.
- Plan for sharing CSAP results with each student’s parent or legal guardian, the authorizer and the broader community.
- If a proposed high school, description of the graduation requirements that aligns with CCHE’s admission requirements or to graduates’ ability to enter the workforce.

G. Budget and Finance

1. COMPONENT DESCRIPTION

The budget and financial plan for the charter school must include a plan for revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. The plan should demonstrate diligent financial practices, clear alignment to the other components in the application, and strong oversight. Particular attention should be given to facility and salary costs, as these often represent a large portion of the school’s budget.

The proposed budget should be based on reasonable estimates that reflect choices made throughout the rest of the charter application. For example, enrollment projections used elsewhere in the application need to be the same enrollment projections used in the development of the budget. Similarly, facility, insurance and employment plans discussed in other sections of the application should be reflected in the budget, along with the basis for given assumptions.

The budget should demonstrate an ability to understand the sources of funding available to the charter school and the types of expenditures required to operate the charter school. The primary source of revenue is Per Pupil Revenue (PPR). There are several other sources of revenue, some of which are temporary or restricted and some of which are dependent on market factors other than enrollment. However, PPR is the guaranteed stream of revenue which makes up most of the funding the school receives. When developing the budget all ongoing expenditures required to operate the school should be supported by PPR.
The amount of PPR varies by school district. A charter school receives 100% of the PPR for the district in which the charter school resides. The charter school authorizer, whether a school district or the CSI, may retain up to 5% of PPR to cover the charter school's portion of the authorizer's central administration costs. In cases where the maximum is withheld, the charter school effectively receives 95% of its school district's PPR. When projecting revenue numbers, the single most important factor to understand is enrollment. Enrollment projections must be accurate, and it is best to project conservatively for budget purposes.

Other sources of revenue can be very helpful in funding specific programs or in helping with startup costs for new charter schools. These sources include federal grants, private grants, and more. CDE (www.cde.state.co.us) and the Colorado League of Charter Schools (the League) (www.coloradoleague.org) are good resources for finding information about current sources of funding.

When planning expenditures, it is important to understand how choices affect different areas of the budget. For example, the smaller the class size the less revenue there is to spend. Also, the more staff there is in the school the less money per staff member there is to spend. Finally, as another example, the more money spent on facility costs the less money there is for salaries and other discretionary items.

In nearly all cases, the combination of facility costs and staff salaries/benefits represents close to 75% of spending in charter schools. As such, close attention should be paid to these two areas. In addition to these two areas, other items that need to be planned for financially include special education, various professional services, classroom supplies and materials, general supplies and materials, liability insurance, and more. Existing Colorado charter schools that have a similar mission/philosophy are a good resource for assistance with planning expenditures.

In addition to budget projections, the charter school must comply with various requirements. In summary, the charter school needs to set up proper accounting procedures to safeguard its assets and to ensure accurate financial reporting. At the same time, it is important to be able to provide financial information in a clear, understandable format that allows board members and administration to make sound financial decisions. Note that online schools may have special considerations with respect to budgeting and financial reporting.


2. CHECKLIST FOR COMPREHENSIVE APPLICATION

- The plan includes a five-year budget, realistic assumptions and their basis, a cash flow projection for the first year of operation, minimum enrollment needed for solvency, and adequate staffing that fits with the narrative in educational and other related application sections.
- The budget reflects an understanding of specific statutory requirements including separation of the general fund and Title funds and grants, Public Employees’ Retirement Association (PERA) contributions, as well as a three percent TABOR reserve (Colo. Const. Art. X, Sect. 20) each year.
- The budget narrative reflects the financial policies and procedures plan, anticipated management plan that will ensure checks and balances in cash disbursement and alignment with the mission and goals.
- The budget narrative includes a basic startup plan (facilities funding and FFE acquisition), the curriculum and professional development plan, and the school growth plan to include needed staff along with adequate financial allocations and anticipated timelines.
The budget is set up in such a way that it reflects an understanding of the CDE’s Chart of Accounts and any financial reporting requirements of the district.

The budget does not include any “soft funds,” such as grant money or donations; it includes only grants or donations that have already been received or for which commitments have been received.

Evidence is provided for anticipated fundraising and grants, if cited in the application.

The proposed budget balances each year and includes a five-year plan to reach at least a five percent reserve (in addition to the TABOR reserve) that the school can use for emergency purposes or as a long-term reserve.

The application describes the process the school will follow to contract with a Certified Public Accountant to conduct an annual, independent financial audit. It explains how the school will remain fiscally solvent, adhere to generally acceptable accounting practices, have no material breaches, will address any concerns, and will disseminate the results from the audit to the school district and required state agencies.

The application includes a list of planned services to be contracted to outside providers.

3. EVALUATION RUBRIC

An excellent proposal will present a Financial Plan with the following characteristics:

- Realistic cash flow projection for the first year of operation including a plan for funding cash flow shortfalls.
- A sound financial management system proposed with adequate checks and balances, controls and staffing.
- A plan for making required school and employee contributions to the Colorado PERA is included.
- There is an adequate and reasonable plan to manage startup costs without complete dependence on federal or private grant funds.
- There is a description of how the school will conduct an annual audit of the financial and administrative operations of the school.
- There is a description of services to be purchased from the authorizer or other outside vendor(s).

H. Governance

1. COMPONENT DESCRIPTION

Charter school governance is extremely important to the success of a charter school. Oftentimes, a proposed charter school’s applicant team transitions to become the school’s founding governing board. The charter school application should describe the process involved in developing the applicant team and the individual expertise represented on the steering committee; the process to appoint or elect the initial governing board; how and when bylaws will be adopted by the board; the governance structure for the school; the nature and/or extent of parental and/or community involvement in governance; and the amount of authority the governing board will convey to the school’s administrator, along with a clear delineation of their respective roles and the means by which the administrator will be evaluated.
While some existing Colorado charter schools have staff members on the governing board, others do not. Administrators may be an ex-officio, non-voting board member. If staff members have voting privileges, there should be clear policies to explain when that board member should recuse him/herself. Any potential conflict of interest by any board member should be disclosed and addressed.

The number of directors on a charter school board should not be less than five and it is generally considered a best practice to have no more than nine directors.

A good way to mitigate any potential issues with board members is to have the governing board adopt and use a Board Member Agreement. These agreements stipulate the qualifications, responsibilities and expected behaviors of individual board members and the governance structure. If the applicant team intends for the approved charter school’s governing board to use a Board Member Agreement, it could be an attachment to the charter school application.

The charter school application should also describe the school’s legal status. Many charter schools file articles of incorporation and bylaws with the Secretary of State in order to have their school recognized as a corporation. Schools authorized by the CSI are required to obtain a non-profit corporation status. The articles and bylaws define the authority that rests in the charter school governing board and, in essence, “who holds the charter.” These legal issues should be discussed with a charter school attorney before decisions are made. Additionally, the charter school can apply for its own tax-exempt status with the IRS. Charter schools can either use their own tax-exempt status or use their authorizer’s if the school is authorized by a school district. The CSI requires all of its schools to have their own tax-exempt status. Check with the potential authorizer for more information.

The charter school governing board must operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Records Act (C.R.S. 24-72-204) as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). See www.cde.state.co.us/cdechart/guidebook/gov/pdf/OpenMtgsRecordsMemo.pdf for more information on the Open Meetings and Open Records laws.

If the school will be contracting with an Educational Service Provider (ESP), a full description of the relationship should be provided.

Every charter school governing board should have a set of board policies. Much of what is included in the charter school application will become board policy. For instance, the school’s vision/mission statement, legal status, enrollment policy, discipline policy and nondiscrimination policy will all be in the board policy book. These board policies should be made available to school staff and families. Generally, schools put these policies on their website and have them available in the school office.

Extensive training resources are available at www.boardtrainingmodules.org. Sample best practice documents for charter school governing boards are available online at www.cde.state.co.us/cdechart/guidebook/gov/index.htm.

Attach:

- Governing board bylaws.
- Articles of Incorporation (optional).
- Organizational chart explaining the relationship between the board, the lead administrator, subcommittees and/or advisory committees.
- Resumes of applicant team members and/or founding board members.
- Draft of initial board policies (optional).
- Draft of the Board Member Agreement (optional).
- Draft of Conflicts of Interest and Grievance Process board policies.
2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ The proposed bylaws explain powers and duties, size, terms, composition, qualifications, term limits, officer positions and duties, election procedure, vacancy replacement, minimum number on the board, quorum and decision making process, how board members are elected or appointed, and when this takes place.

✔ An explanation of the proposed transition from an applicant team to the founding governing board including the identification of individuals making the transition. This description of the transition process should explain when the governing board will be seated and assume responsibility for school governance. Further, how the transition plan will provide for a smooth shift of responsibilities and how the founder’s original vision and mission will be brought to fruition.

✔ A plan is included for how a lead administrator will be hired and how the transition of leadership will happen.

✔ Resumes for applicant team and/or founding governing board members are attached.

✔ A plan for ongoing board training and capacity building is included in a board calendar.

✔ An explanation of the proposed board meeting frequency and focus, the role of any standing subcommittees (e.g., School Accountability Committee) is included.

✔ A detailed description of the responsibilities of the school’s advisory council and its role in relation to the school’s board of directors and administration is included. This section demonstrates that the applicant thoroughly understands statutory guidance on School Accountability Committees (SAC) and commits to forming such a committee or has requested a waiver with a complete replacement plan. (See C.R.S. 22-11-401-402 for additional information).

✔ An explanation of compliance with the Open Meetings Act and Open Records laws is included.

✔ A description of how the founding governing board will create and adopt board policies (an initial draft may be attached to the application) is included.

✔ Draft policies for Conflicts of Interest and the Grievance Process are included.

✔ A description of the relationship between the governing board and the school administrator which includes the amount of authority the governing board will convey to the school administrator.

3. EVALUATION RUBRIC

An excellent application will demonstrate the following characteristics related to the Governance and Management Plan:

- Proposed board members will contribute a wide range of experience and expertise (such as education, management, financial planning, law, and community outreach) that will be needed to oversee a successful charter school.

- Clear description of transition from a developing team to a working board, selection and removal procedures, term limits, meeting schedules, powers and roles of board members, and how decisions will be made and recorded.

- Clear distinction between the roles and responsibilities of the board members and school administrators.

- Plan for meaningful involvement of parents and community members in the governance of the school.

- Organizational plan that clearly outlines roles and responsibilities for implementing the school’s program successfully including an internal and external evaluation plan.

- Legal status of the proposed school is clearly explained. Pertinent documents are included as attachments (Articles of Incorporation and/or bylaws).

- Comprehensive plan for providing annual board training in vital subjects to include the Open Meetings Act and Open Records laws for new board members.

- Sufficient resources and support for transition from applicant team to founding governing board and administrator structure prior to the school’s opening.

- Conflicts of Interest policy delineates potential conflicts and how they will be addressed appropriately.

- Complaint process is clear and follows an appropriate route for resolution of concerns raised by students or parents.
I. Employees

1. COMPONENT DESCRIPTION

   A charter school must provide an explanation of the relationship that will exist between the charter school and its employees. This must include evidence that the terms and conditions of employment are addressed with affected employees and their recognized representative, if any. In addition, proposed employment policies should be included. Guidance can be found in the Administrator’s Guide to Leading a Colorado Charter School at www.cde.state.co.us/cdechart/adminguide.htm.

   As charter schools are, by statute, public schools, employees of charter schools are public employees. Charter schools and their employees must participate in Colorado’s Public Employees’ Retirement Association (PERA) retirement fund. This is in lieu of participation in Social Security, which makes up the majority of the Federal Insurance Contributions Act (FICA) payroll tax. However, the Medicare portion of FICA is still paid by the employees and matched by the employer.

   With the growing presence of private educational management organizations in Colorado, questions are arising about the nature of employees in some charter schools. This is a result of some educational management companies treating employees as employees of the private company, as opposed to employees of the public school. These determinations need to be made with legal counsel, but the nature of employees should be clearly outlined in the charter application.

   There are several resources that provide more information about employment issues. Tax information is available at www.irs.gov and through the Colorado Department of Labor and Employment at www.coworkforce.com. Additional information about PERA can be found at www.copera.org. Finally, a human resources manual developed through CDE can be found at www.cde.state.co.us/cdechart/download/HREmploymentManual.pdf.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

   ✔ An organizational chart is included as an attachment, which explains administrative, teaching and support staff.

   ✔ A narrative description gives clear delineation of employee classification and who is responsible for employment decisions and oversight at each level of the organizational chart.

   ✔ Job descriptions for administrator, teachers (to include qualifications to meet ESEA standards as well as what certification is required by the school), and key employees are included. (See Highly Qualified Teachers Brochure on the CDE website at www.cde.state.co.us/FedPrograms/dl/tii_a_hqt_hqtbrochure.pdf).

   ✔ Descriptions of key employee policies to include employment practices, benefits, leave policies, complaint policy, conflict of interest policy, harassment, drug-free workplace, classroom practices, evaluation practices, etc., are attached.

   ✔ A clear plan of support for staff development and funding is included.

3. EVALUATION RUBRIC

   An excellent application will address the following regarding the Employment Plan:

   • Explanation of the relationship that will exist between the charter school and its employees, with employee classification clearly defined.

   • Employment policies of the school OR clear plan for timely development and intent of such policies.

   • Clear standards are in place for determining staff qualifications to meet ESEA and any licensure requirements.

   • A clear delineation of the role of the head administrator to include employee hiring, evaluation and firing.

   • A clear plan is in place to develop a comprehensive evaluation plan in alignment with the school’s mission, goals, curriculum assessment and professional development of staff with intent of that plan described.
J. Insurance Coverage

1. COMPONENT DESCRIPTION
   Charter schools must have appropriate insurance coverage. This includes workers compensation, liability insurance, and insurance for the building and its contents. Charter schools are public entities and liability is limited by the Colorado Governmental Immunity Act, C.R.S. 24-10-101 et seq.

   The risk management office in the local school district is a very good resource for finding information about particular insurance needs. In addition, the Colorado School District Self Insurance Pool is the insurance provider for many charter schools and can provide information. Once insurance needs are understood, costs need to be estimated and incorporated into the proposed budget that includes reasonable assumptions or quotes. The selected or intended insurance coverage should be commensurate with the overall school program and risk factors.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION
   ✔ A list of the types of insurance for which the charter school will contract.
   ✔ Fiscal impact of appropriate insurance coverage is evident in the budget.

3. EVALUATION RUBRIC
   An excellent application will provide adequate assurance that the school will meet applicable insurance requirements with reasonable assumptions for the cost.

K. Parent and Community Involvement

1. COMPONENT DESCRIPTION
   One of the most distinctive characteristics of charter schools is that they are choice schools. Due to this characteristic, many charter schools have a small school atmosphere and a culture of “everyone belongs to the community.” The application should demonstrate the expectations and plans for ongoing parent and community involvement and the support of volunteers through specific volunteer networks.

   It is important for charter school developers to provide adequate notice to the community about the possibility of the new charter school. Some parts of the community may need additional outreach. For example, fliers may need to be published in a second language. Many charter developers have delivered fliers to individual homes in a community.

   Be clear about what the new charter school will look like and the process for getting the school approved. Establish early the school’s value for meaningful parental involvement. Explain to parents their role in the charter school through volunteering, monitoring their child’s education and holding the school accountable. Designate an individual on the steering committee to follow up with parents who are interested in getting involved with the development of the charter school.

   Network with established civic and organizations in the community your school will serve. Whenever possible, arrange to have Parent Information Meetings in that community. Be sure to reach out to a broad cross-section of the community.
2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ A sound plan and timeline are in place to reach a diverse student population.

✔ Parent involvement in the development of the school is clearly stated along with volunteer requirements and opportunities after the school is open.

✔ Partnerships or plans for community involvement are clearly defined in the application along with the purpose and expectation. Adequate evidence demonstrates assurance of these partnerships.

3. EVALUATION RUBRIC

A sound Parent and Community Involvement plan will have the following characteristics:

• Informs parents and members of the community about the operations of the school including providing information about the school to students of all races, languages and abilities; a timeline for implementation, a lead contact, and specific action steps.

• An overview of how the parents and community were involved in the development of the school.

• Specific strategies to reach at-risk students and families who might not be aware of this school.

• Evidence such as Letters of Support, Letters of Intent, or MOUs, that the proposed school is welcomed by the larger community, has formed partnerships with community organizations, and is viewed as an attractive educational alternative that reflects the community's needs and interests.

• Detail is given of the types of volunteer requirements and opportunities that are available for the parents/guardians of the students and the larger community.

L. Enrollment Policy

1. COMPONENT DESCRIPTION

The Colorado Charter Schools Act allows the authorizer and the charter applicant the flexibility to use any enrollment policy, such as a wait list or lottery. The federal subgrant, administered by CDE, requires the use of a lottery. Many charter schools have elected to use a lottery in order to access these startup and implementation grant funds. More information on lottery requirements can be found in the grant's Request for Proposals at www.cde.state.co.us/cdechart/cchgrn00.htm (page 6). The Charter School Program grant is the only federal grant requiring the use of a lottery. A charter school is required to use an approved lottery only during the time it is spending or encumbering these grant funds.

The lottery policies and plan for enrollment should demonstrate how the school plans to enroll the intended student population. State law does require a public charter school to not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. It is important to distinguish between admission decisions and academic placement decisions. The Colorado Charter Schools Act [C.R.S. 22-30.5-104 (3)] prohibits discrimination based on academic ability. Diagnostic or placement exams may be given to students after they have been officially enrolled.
Charter School Lottery Policies Should Address:

- The date of the annual lottery.
- The definition of “founding family” and “teacher” children not to exceed 20% of the lottery.
- How the community will receive adequate notice about the formation of a new charter school.
- Any requirement for parents to reaffirm their intent to enroll on an annual basis.
- What happens to names not drawn in the lottery.
- How siblings of enrolled students are handled in the process.
- How long parents have to make a decision on whether or not their child will attend the school.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ A proposed policy or description detailing how the charter school intends to select students for enrollment including the proposed timeline, description of wait list or lottery process, any enrollment criteria, or pre- or post-enrollment testing.

✔ An explanation of the process that will be used to transfer student records to or from the charter school or a plan to develop such procedures.

✔ An explanation of how the community will receive information about the formation of a new charter school and any upcoming lottery or enrollment deadline.

✔ An explanation of the notification of placement and how long parents have to make the decision to accept or not accept. Contents of enrollment packet should be explained, along with an ongoing data information and communication plan.

✔ An explanation of the requirements of parents to reaffirm intent to enroll on an annual basis.

✔ A clear definition is provided for “founding family” and “teacher” and any preferences given them in the lottery, not to exceed 20%.

3. EVALUATION RUBRIC

An excellent Enrollment Policy will have the following characteristics:

- Clear description of the enrollment policy consistent with the requirements of section C.R.S. 22-30.5-104(3) (or C.R.S. 22-30.5-507(3) for CSI applications).
- Explanation of criteria for enrollment decisions.
- Clear procedures for withdrawals and transfers from the school that will support an orderly transition for exiting students or a clear plan for developing such procedures.

M. Transportation and Food Service

1. COMPONENT DESCRIPTION

A charter school may choose not to provide any transportation or food services or may choose to negotiate with a school district, BOCES or private provider to provide transportation services, or with a district or private provider for food services for its students. Colorado law does not require a charter school to provide transportation or food services.

If a charter school chooses to provide transportation or food services, a plan for each area must be included in the application. The transportation plan should include provisions for transporting students to and from the charter school and their homes, and to and from the charter school and any extracurricular activities. For food services the plan should include a description about how this service will be offered either initially or at a later time. In addition, a description of how the charter school plans to meet the needs specifically of low-income and academically low-achieving pupils should be included for both.

The provision of transportation services has several implications. First of all, the cost must be included in the charter school’s budget. Secondly, insurance and liability issues must be addressed when assessing the charter school’s overall insurance needs. Insurance coverage should meet required thresholds for liability whether the school uses public or private vehicles.
Finally, many federal and state rules and regulations relate to the provision of transportation services. One specific rule to be aware of is that any small vehicles or school buses owned and operated by a charter school or under contract must meet the safety and operating standards as prescribed in State Board Rules 1 CCR 301-25, 301-26 and 301-29.

For more information, see www.cde.state.co.us/index_nutri_transpo.htm.

Schools with a significant number of students who could qualify for the Free and Reduced Lunch (FRL) program are strongly encouraged to offer some sort of lunch program. The provision of food services may or may not have a negative effect on the school’s budget, depending on whether it is a program under the district food services umbrella with an agreement for the same provisions given other schools in the district or is provided through a private contractor. The school must collect FRL qualifying information from students and that process should be included in the food services plan. (Schools not providing a lunch program will still collect this information, but using a different form).

The plan should include whether the school intends to use a private or district food services provider, how the Free and Reduced Lunch (FRL) qualification forms will be distributed, collected and recorded, and how the facility will be brought into compliance or be built to meet any federal requirements for food warming or preparation, if needed to meet FRL regulations. The charter school can only be reimbursed for its FRL program through an authorized “school food authority.” If the school will not be using an approved FRL program, or provide any lunch program, this section should include how students who would qualify for a Free or Reduced-price lunch and how students who forget their lunch will be accommodated.

For more information, go to www.cde.state.co.us/index_nutrition.htm.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✓ A description of the charter school’s transportation plan including the transportation of low-income and academically low-achieving students.

✓ A description of daily route and extracurricular transportation needs is included and there is an adequate plan for addressing these needs.

✓ A plan is in place for adequate safety measures and insurance coverage for the transportation of students to and from school events using private or school vehicles.

✓ If the school does plan to offer a FRL-qualifying hot lunch program, details should be included about how this service will be provided, reimbursed through an authorized “school food authority” and any other applicable state or federal regulations.

✓ If the school does not plan to offer a lunch program, this section addresses how the school will address the needs of students who forget or cannot provide a lunch.

3. EVALUATION RUBRIC

An excellent Transportation and Food Service plan will have the following characteristics:

• Statements regarding whether the school plans to provide transportation and/or food services for its pupils including low-income and low-achieving students are included.

• Clear description of how the school plans to meet the transportation needs of its pupils for daily route and/or extracurricular needs, if applicable.

• Clear description of how the school plans to meet the food service needs of its pupils, if applicable.

• Viable financial plan addressing transportation and food service needs.
N. Facilities

1. COMPONENT DESCRIPTION
   One of the greatest challenges to opening a new school is finding a suitable facility. The most important thing during the application process is to plan as much as possible and to clearly articulate those plans. It can be difficult to negotiate for facility space without having an approved charter. It is not necessary to have a signed formal agreement for a facility during the application process, but any viable options should be explained and should include reasonable space requirements, a reasonable plan for space utilization, a discussion of how the facility will be ready for use when the school opens and, most importantly, reasonable costs of that facility which must be reflected in the proposed budget.

   Charter schools may rent, lease, own, or otherwise finance facility space. In some cases, a school district may have an unused facility; in other cases, a charter school may share space with another tenant. Many charter schools have been able to finance their own facilities with tax-exempt bond financing through the Colorado Educational and Cultural Facilities Authority (CECFA). These are typically schools that are established, but information can be found by calling CECFA at 303-297-2538.

   With any facility, building permits and inspections are required. Life and safety requirements (including asbestos regulations) apply to rented or contributed facilities as well. The state is responsible for issuing certificates of occupancy for public schools, and information can be obtained by calling the Department of Labor at 303-572-2919. In addition, contact your community’s planning and zoning department, as well as the facilities director for your school district for further information concerning the permit, life and safety and inspection requirements of local entities.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION
   ✔ A facility needs assessment including how many classrooms are needed, how many specials rooms are needed (art, music, gym), minimum size of each classroom, library space needed, number of bathrooms needed, number of offices needed, amount of common space needed, outdoor space needed, overall size, cost per square foot, zoning and occupancy requirements, and how each facility aligns with the facility needs assessment is included in the narrative.

   ✔ If additional funds or financing will be needed to bring a facility online, the application narrative and attached budget identify potential grants and/or lending sources. If real estate consultants are involved, a brief description of the relationship and budget impacts is included.

   ✔ A target location (and prospective sites if not affected by confidentiality issues) is given based on school design and intended population with an explanation of prospective school sites and assistance to find them.

   ✔ An explanation of fund allocation is included based on estimated renovation costs, square foot needs per pupil and cost per square foot, average square foot costs in the intended location, and the percentage of budget designated for facility needs.
3. EVALUATION RUBRIC

If a facility has been identified –

- Designation of the proposed facility and alternatives.
- Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Adequate reflection of the costs associated with the proposed facility in the budget including rent, utilities, insurance and maintenance.
- Assurance that the proposed facility will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA).
- A sound plan to identify needed startup costs and renovations as well as the funds and a timeline for the completion of those renovations.

If a facility has not yet been identified –

- Description of anticipated facilities needs including evidence that the facility will be appropriate for the educational program of the school and adequate for the projected student enrollment.
- Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance and maintenance.
- Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc.
- Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA).
- Plan for finding a location including a proposed schedule for doing so.

O. Waivers

1. COMPONENT DESCRIPTION

The technical means by which charter schools operate is via waiver from certain state laws, state rules and/or school district policies. Information on applying for waivers from the state is on the CDE Charter Schools website at www.cde.state.co.us/cdechart/index.htm under Technical Assistance. Charter schools applying for waiver of school district policies should contact their charter school liaison if those policies are not listed on the school district’s website. An example of a waiver application can be found in the CDE Charter Schools Electronic Guidebook of Best Practices at www.cde.state.co.us/cdechart/guidebook/gov/index.htm.

The Colorado State Board of Education has determined that 13 statutes may be automatically waived, upon request, for charter schools. Charter schools may request waivers from statutes in addition to those automatically waived, but the process for approval is different.

There are two philosophies on charter schools obtaining waivers. Some believe that authority is given to the charter school via the charter contract, making some waivers unnecessary. In particular, the Board Powers (C.R.S. 22-32-109 and 22-32-110) statutes are considered “delegatory” rather than “substantive.” In other words, the charter school governing board is delegated the authority that otherwise would belong to the school district board of education. Others believe that obtaining a waiver is an assurance against charter contracts that may be renegotiated and, therefore, less secure for the charter school. Charter schools should investigate the school district’s or CSI’s viewpoint on waivers to gain understanding of expectations. A charter school developer should obtain legal counsel when seeking waivers from either the state or the authorizer.
Attach:
- Waivers requested from the state.
- Waivers requested from the school district or CSI.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ The request for waiver from state statute by citation, state Board of Education rules or regulations and authorizer policies by policy number are included as attachments. Request includes rationale for requesting the waiver, replacement policy or explanation of intent, expected financial and implementation impact, and how the waiver will be evaluated.

3. EVALUATION RUBRIC

An excellent application will include the following regarding waiver requests:

- A list of the state laws or rules for which a waiver is requested including a replacement plan, rationale and how the waiver will be evaluated.
- A list of each authorizer policy for which a waiver is requested including a replacement plan/rationale.

Moreover, these requested waivers will match the proposed autonomy, school mission and goals, operations, governance, and employment relationships of the proposed charter school.

P. Student Discipline, Expulsion, or Suspension

1. COMPONENT DESCRIPTION

Although all charter schools must meet the minimum standards for student discipline, expulsion and suspension, they don’t have to fit into the traditional “box.” Charter schools can have their own policies as long as the statutory minimums are met. Many charter schools have sought and obtained waivers from related laws that provide for flexibility and a unique approach to student discipline.

Refer to C.R.S. 22-33-106 et seq., the Suspension, Expulsion and Denial of Admission law, for more detailed information. Further detail is provided in a publication prepared by the Attorney General’s office at www.coloradoattorneygeneral.gov/sites/default/files/uploads/violence_prevention/svpm2008.pdf.

Most charter school contracts stipulate which party (the authorizer or the charter school) has the authority to suspend or expel students. C.R.S. 22-33-105(7) states that either a charter school authorized by the CSI, or the CSI itself, may expel, suspend or deny admission of students. During contract negotiations this issue must be decided. Therefore, the charter application should detail how the charter school proposes to handle student discipline, expulsion and suspension. Many applications include policies that the potential charter school would use. The education of expelled students is the responsibility of the public school that expelled them. Include an explanation of how the charter school will provide for an alternative education, if applicable.

✔ A proposed policy for student discipline, expulsion or suspension that meets state law and district policy (unless waived), is included.
✔ A description of the schools an expelled student will be prohibited from attending.
✔ An explanation of how the charter school will provide the expelled student with an alternative education, if applicable.
3. EVALUATION RUBRIC
An excellent application will include:

- Policies for addressing expulsion or dismissal, suspension and education of expelled or suspended students that provide adequately for the safety of students and staff; provide due process for students to include IDEA requirements; serve the best interests of the school’s students; create a positive environment for learning; and are otherwise consistent with the intents and purposes of C.R.S. 22-33-106 and 22-33-203.


OR

- A clear plan for developing such policies including a schedule for doing so.
- An explanation of how the proposed school will conduct appeals for students facing expulsion and meet the requirements for Manifestation Hearings for students with disabilities (both IDEA and 504).
- A description of how students will be expelled, for what offenses and which schools they will be expelled from if the expulsion hearing is conducted by the proposed charter school.

Q. Serving Students with Special Needs

1. COMPONENT DESCRIPTION
As public schools, charter schools must open their enrollment to any student and must provide appropriate special education services as needed for students with disabilities. The charter school developer should consider the general philosophy of the school when developing the philosophy for delivery of special education services. For instance, a charter school may have an experiential delivery model making the needs of a student with Attention Deficit Hyperactivity Disorder (ADHD) more unique. Further, a charter school with a philosophy that no student “falls through the cracks” may have an aggressive remediation program for students who are not attaining their full academic potential and yet do not qualify for special education services.

While charter schools can obtain waivers from teacher licensure, Special Education licensure cannot be waived.

There are many CDE resources available for charter school applicants to consider when writing this section. Those resources are available at www.cde.state.co.us/cdechart/guidebook/sped/index.htm. After reading the overview, read the resource on special education funding for direction on the impact to the charter school’s operating budget. The sample compliance plan describes how all special education services could be delivered at a charter school. The application should contain sufficient detail about the delivery of special education services consistent with the school's educational program while still allowing for flexibility between the authorizer and the charter school to best deliver services.

Authorizers are increasingly interested in ascertaining the capacity of the charter school to implement IDEA compliance services in order to limit potential liability issues for the authorizer.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✔ The school addresses a Response to Intervention (RtI), or child study process to address a need for adaptations or special education assessments and staffing.

✔ Clear indications are given that the school understands requirements to meet the needs of IEP’s, ELL, IDEA, 504 and plans to comply with the needs to include certified personnel, documentation, assessments, adaptations and modifications. The school may also want to address GT, and enrichment needs.

✔ Plan is in place to include needed staff, adequate funding, evaluation of programs’ success, flexibility to add contracted services, and specific services the district is expected to provide.
3. EVALUATION RUBRIC
An excellent application will have the following characteristics regarding the plan for Serving Students with Special Needs:

- Realistic plan to identify and meet the learning needs of at-risk students, students with disabilities, gifted/talented students, and English language learners.
- Timeline, lead contact, and intervention process with specific action steps for meeting learning needs of students with special needs (such as a Response to Intervention model).
- Plans for serving special populations align with the overall curriculum, instructional approaches and the school mission.
- Budget allocation to meet the needs of special education students is adequate.
- Plans are in place to provide adequate staff to meet the needs of these students including a licensed special education teacher.

✔ A process is given to address the issue within 30 days of receipt of notice. Both parties shall either reach an agreement by mutual consent or mutually agree to use any form of alternative dispute resolution as allowed by state law. Alternative dispute resolution shall result in a final issue of findings, by a neutral third party, within 120 days after receipt of written notice, with costs apportioned reasonably.

✔ The plan explains that a charter school and authorizer may agree to be bound by the findings of the neutral third party, or may appeal such findings to the state board according to statutory requirements.

✔ Any decision by the state board, pursuant to state law, shall be final and is not subject to an appeal.

3. EVALUATION RUBRIC
- The dispute resolution plan shows a clear understanding for compliance with statutory requirements for both the charter school and the authorizer.
- The dispute resolution plan demonstrates reasonable method(s) for resolving disagreements, which arise between a charter school and its chartering district or authorizer, concerning governing policy provisions of the school’s charter contract.

S. School Management Contracts
(to be completed only if the proposed school intends to contract with an education service provider).

1. COMPONENT DESCRIPTION
If the proposed charter school intends to contract with an education service provider (ESP), such as a charter management organization, education management organization, or any other type of school management provider, address the following issues:

- An explanation of how and why the ESP was selected.
• Detailed explanation of the ESP’s success in serving student populations similar to the targeted student population, including demonstrated academic achievement as well as successful management of non-academic school functions (e.g., back-office services, school operations, extra curricular programs).

• A term sheet setting forth the proposed duration of the management contract; roles and responsibilities; scope of services and resources to be provided by the ESP; performance evaluation measures and timelines; compensation structure including clear identification of all fees to be paid to the ESP; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract.

• A draft of the proposed management contract including all of the above terms.

• Explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations, or have a means for severing the contract.

• Explanation of which staff will report to or be paid by the ESP.

• Evidence that the corporate entity is authorized to do business in Colorado.

Attach:
• Term sheet (described above).
• Proposed management contract.
• Evidence that the service provider is authorized to do business in Colorado.

2. CHECKLIST FOR COMPREHENSIVE APPLICATION

✓ Evidence is included that the service provider has successfully managed other schools.

✓ Evidence is included that the other schools managed by the proposed service provider have demonstrated academic achievement for similar targeted student populations.

✓ A term sheet for the proposed management of the charter school is included with clear performance measures and contract severance provision(s).

✓ A draft of the proposed management contract with a clear Conflict of Interest statement is included.

✓ An explanation of which staff will be hired and terminated by the ESP or report to or be paid by the ESP.

✓ Evidence that the ESP is authorized to conduct business in Colorado.

✓ Clear understanding of financial obligation to ESP and if it increases, decreases or stays the same for the duration of the relationship. This includes building ownership if the developers are making payments to the ESP.

3. EVALUATION RUBRIC

An excellent School Management Contract section will have the following characteristics:

• A logical explanation of how and why the ESP was selected.

• Demonstrated evidence that the ESP has been successful in the academic and business operations aspects of other schools.

• Reasonable management contract terms and fees along with clear performance measures and contract severing provisions.

• Clear evidence that the ESP is authorized to conduct business in Colorado.

• Details sufficient to assure there are no potential conflicts of interest between the ESP and the governing board; there is a clear plan for monitoring and evaluating performance of the ESP and adequate internal controls are in place.

• A clear description of which staff members will be hired, evaluated and terminated by the ESP, and any relationship with the governing board on these decisions.

Colorado Charter School Standard Application, Checklist, and Review Rubric 27
Appendix A: Charter School Intent to Submit Form
(This form is available for download at www.charterschoolquality.org > Publications & Tools > Authorizers)

1. Name of proposed school:

2. Primary contact person:

Mailing address:

STREET AND/OR PO BOX

CITY STATE ZIP

PHONE (DAY) PHONE (EVENING)

E-MAIL ADDRESS

3. Model or focus of proposed school: (ex. Arts, College Prep, Dual Language, etc.)

4. Grade levels to be served:

5. Does the school expect to contract with a charter management organization or company for school management or operation? ☐ Yes ☐ No
   If yes, identify the charter management organization:

6. Proposed Principal or Lead Administrator Information
   Name of proposed Principal candidate:

   Current employment:

   PHONE (DAY) PHONE (EVENING)

   E-MAIL ADDRESS
7. Projected enrollment and demographics chart

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<th>% ELL</th>
<th>% SPED</th>
<th>% FRL</th>
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<tr>
<td>School Year 5</td>
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</table>

8. Name of applicant team or founding entity:

A. Names, roles, and current employment of all persons on the applicant team:
B. Does the applicant team or any members of the team currently operate any other schools? □ Yes □ No
C. Explain the individual and collective qualifications of the applicant team members to establish a high-quality charter school, in particular the capacity to assume responsibility for public funds, administration and governance.
D. Include as attachments resumes for each individual on the applicant team.
E. Explain the circumstances and motivations that brought the applicant team together to propose this charter school.
F. Which applicant team members will become founding board members?

9. Identify any organizations, agencies, consultants or institutions of higher education that are partners in planning and establishing this charter school, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to the school’s development.
Appendix B: Evaluation Rubric
(This rubric is available for download at www.charterschoolquality.org > Publications & Tools > Authorizers)

The Evaluation Rubric is the final component of the Colorado Charter School Standard Application, Checklist and Review Rubric. After a charter application is deemed to be complete, the Evaluation Rubric provides the authorizer and application reviewers with a means of determining the quality of the application. It can also be used by the charter school applicant to guide writing the application. The Design Criteria and several indicators of quality are provided for each application component. An application that sufficiently addresses the indicator will score either a “3” or a “4” for that indicator. It should be noted that an application scoring a “4” is exemplary and exceeds the expectations established in the Standard Application framework. An application scoring a “2” on an indicator would only partially meet the expectation, and scoring a “1” signifies that the application does not meet the expectation. The application reviewer (or evaluator) must objectively review the application scores for each indicator in order to provide an overall score for the application component. It is appropriate for authorizers to identify priority indicators and to weight certain sections of the application based on those priorities.

**NOTE: A RUBRIC IS NOT PROVIDED FOR THE EXECUTIVE SUMMARY COMPONENT.**

**Sample Application Component**

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
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<tbody>
<tr>
<td></td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td>Design Criteria: The standard condition that should be provided in the application.</td>
<td>The application does not address or meet this indicator for the design criteria.</td>
</tr>
</tbody>
</table>

**EVALUATOR COMMENTS AND QUESTIONS**
The application reviewer has opportunity to take notes on the application.

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
### B. Vision and Mission Statements

<table>
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<tr>
<th>TOPIC</th>
<th>RANKING</th>
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</thead>
<tbody>
<tr>
<td>Vision and Mission</td>
<td><strong>DOES NOT MEET -1</strong></td>
</tr>
<tr>
<td>Design Criteria: The vision and mission statements describe the purpose for the school and express the ideal, long-term impact, focus, scope and scale of the school.</td>
<td>The mission statement does not express a clear, focused, and compelling purpose for the school. No vision statement is provided.</td>
</tr>
<tr>
<td>Vision and Mission</td>
<td>The mission statement does not focus on educational outputs or is unlikely to result in increased student achievement.</td>
</tr>
</tbody>
</table>

#### EVALUATOR COMMENTS AND QUESTIONS

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
**C. Goals, Objectives, and Pupil Performance Standards**

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<th>TOPIC</th>
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<tbody>
<tr>
<td></td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td><strong>Accountability and Accreditation</strong></td>
<td></td>
</tr>
<tr>
<td>Design Criteria: The school demonstrates a clear understanding of accountability laws, both state and federal, and the accreditation process.</td>
<td>The school does not demonstrate an understanding of state reporting, accountability and the accreditation process.</td>
</tr>
<tr>
<td>The school has not described a plan to meet state performance measures.</td>
<td>The school has described a plan to meet state performance measures.</td>
</tr>
<tr>
<td>The school does not address AYP.</td>
<td>The school has provided an insufficient plan to meet AYP.</td>
</tr>
</tbody>
</table>

| **Goals and Objectives** | | | | |
| Design Criteria: The school has clearly stated high and attainable educational goals. The school has strategies in place to ensure that all students are making progress towards meeting all academic goals. | The school does not have measurable academic goals. | The school has goals that are measurable, but there may be too few or too many goals for the school to successfully manage. | The school has an appropriate and manageable number of SMART goals that reflect high expectations. | The school has an appropriate and manageable number of SMART goals that reflect high expectations and include benchmarks based on reliable research and data. |
| The school does not have a plan to monitor progress toward meeting the goals of the school. | The school has a limited or insufficient plan to monitor progress toward meeting the goals of the school. | The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. | The school has clearly described a plan to monitor progress toward meeting the goals of the school and the plan includes a description of how the school will make modifications based on data. The process includes a description of how information gathered will be used to inform the accreditation and school improvement process for the school. |
| The stated objectives and strategies do not align with the schools goals. | The stated objectives and strategies are aligned to the goals; however the selected objectives and strategies are not proven to be effective. | The stated objectives and strategies are aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective. | The stated objectives and strategies are fully aligned to the goals, and the selected objectives and strategies are tied to research and proven to be effective with the target population. |
| Goals do not tie to the school’s mission. | Goals do not clearly tie to the school’s mission. | There is alignment of goals with the mission and vision of the school. | There is a clear description of alignment of goals with the mission and vision of the school. |

| **EVALUATOR COMMENTS AND QUESTIONS** | | |
| **Written Proposal** | | |
| Strengths: | | |
| Concerns and Questions: | | |
| **Interviews & Forum** | | |
| Strengths: | | |
| Concerns and Questions: | | |

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
### D. Evidence of Support

<table>
<thead>
<tr>
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<tr>
<td><strong>Student Population</strong></td>
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<tr>
<td>Design Criteria: The school has provided a clear description of the target student population and has demonstrated not only a sufficient interest in the school, but also a sufficient demand for the school model. Aggregate data for prospective students is provided.</td>
<td><strong>RANKING</strong></td>
</tr>
<tr>
<td>The targeted student population is not described.</td>
<td>The targeted student population is not clearly described.</td>
</tr>
<tr>
<td>There is no discussion or description of interest or demand for the school.</td>
<td>The school has not sufficiently demonstrated an interest in or demand for the school.</td>
</tr>
</tbody>
</table>

| **Community** | | |
| Design Criteria: The school demonstrates community support for the proposed program through community partnerships, business relationships, and resource agreements. | | |
| There is no evidence of support for the school. | The school has provided limited evidence of community support for the school. | The school has provided sufficient evidence of community support for the school. | The school has provided sufficient evidence of community support for the school and evidence is provided as attachments to the application (letters of support, contractual agreements, etc.). |
| The school has not developed community partnerships. | The school has developed at least one community partnership, however a description of the partnership is not provided. | The school has developed community partnerships and has provided a clear description of the nature of each partnership. | The school has developed community partnerships and has provided a clear description of the nature of each partnership. Evidence is provided as attachments to the application. |

| **Outreach** | | |
| Design Criteria: The school clearly describes all community outreach activities designed to reach a broad audience. | | |
| The school has not provided a description of outreach activities or has not conducted any community outreach. | The school has provided a description of outreach activities; however, outreach activities may not reach a broad audience. | The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience. | The school has provided a full description of all outreach activities and future outreach plans. Outreach activities are designed to reach a broad audience. Evidence of outreach activities is provided as an attachment to the application. |
| The outreach activities of the school do not ensure an equal opportunity to enroll. | The outreach activities of the school may not be sufficient to ensure an equal opportunity to enroll. | The outreach activities of the school are sufficient to ensure an equal opportunity to enroll. | The outreach activities of the school are sufficient. An equal opportunity to enroll is evident in statements of intent to enroll and the enrollment procedures for the school. A sample of the Intent to Enroll form is included as an attachment. |

### EVALUATOR COMMENTS AND QUESTIONS

**Written Proposal**

Strengths:

Concerns and Questions:

**Interviews & Forum**

Strengths:

Concerns and Questions:

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## E. Educational Program

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<tr>
<td><strong>Instruction</strong></td>
<td>Instructional practices are not sufficiently addressed.</td>
<td>Instructional practices are insufficiently addressed to demonstrate an effective school framework for the targeted student population.</td>
<td>Instructional practices support the educational philosophy, are clearly articulated and demonstrate an effective school framework for the targeted student population.</td>
<td>The educational philosophy and instructional techniques are clearly aligned and articulated. The instructional practices are proven to be successful with similar student populations.</td>
</tr>
<tr>
<td>There is no connection between the proposed instructional practices and the school’s mission.</td>
<td>The school does not effectively connect the proposed instructional practices with the school’s mission.</td>
<td>The school’s proposed instructional practices support and are aligned with the schools mission.</td>
<td>The school’s proposed instructional practices support and are aligned with the schools mission and vision.</td>
<td></td>
</tr>
<tr>
<td>There is no description regarding how instruction will be differentiated to meet student needs.</td>
<td>The school insufficiently describes how instruction will be differentiated to meet student needs.</td>
<td>The school describes how instruction will be differentiated based on identified student needs.</td>
<td>The school describes how instruction will be differentiated based on identified student needs and examples are provided.</td>
<td></td>
</tr>
<tr>
<td>Research to support the proposed instructional practices is not provided.</td>
<td>Research to support the proposed instructional practices is limited or unreliable.</td>
<td>Research on the instructional practices is included in the appendices.</td>
<td>Research on the proposed instructional practices with the chosen population and curriculum is included in the appendices.</td>
<td></td>
</tr>
</tbody>
</table>

**Design Criteria:** The school identifies quality instruction that is research-based and has been effective in meeting the needs of the target population. For unique or innovative practices, the team presents a compelling rationale for effectiveness.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>DOES NOT MEET -1</th>
<th>PARTIALLY MEETS -2</th>
<th>MEETS -3</th>
<th>EXCEEDS -4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum</strong></td>
<td>The curriculum framework is not presented clearly and does not align with the school’s stated mission and goals.</td>
<td>The curriculum framework is partially defined; however the alignment to the school’s stated mission and goals is unclear.</td>
<td>The curriculum framework is presented and aligned with the school’s stated mission and goals.</td>
<td>The curriculum framework is clearly presented and alignment to the schools stated mission and goals is clearly articulated.</td>
</tr>
<tr>
<td>There is no evidence that the chosen curriculum is aligned with state and district standards.</td>
<td>Evidence that the chosen curriculum is aligned with state and district standards is insufficient.</td>
<td>There is sufficient evidence that the chosen curriculum is aligned with state and district standards.</td>
<td>There is clear and abundant evidence that the chosen curriculum is aligned with state and district standards.</td>
<td></td>
</tr>
<tr>
<td>The description of the curriculum lack sufficient detail to determine whether it is aligned across the school for all grade levels.</td>
<td>The description of the curriculum presented does not provide sufficient detail regarding alignment, objectives, content, and skills for all grades the school will serve.</td>
<td>A plan for a fully aligned curriculum is presented and provides the appropriate level of detail for the objectives, content and skills for each subject and for all grades the school will serve.</td>
<td>A fully aligned curriculum is presented and includes objectives, content and skills, learning outcomes, and promotion and exit standards for all grades the school will serve.</td>
<td></td>
</tr>
<tr>
<td>High school credit requirements and course descriptions are not provided.</td>
<td>High school credit requirements and course descriptions are insufficiently described.</td>
<td>High school credit requirements and course descriptions are included and clearly articulated.</td>
<td>High school credit requirements in comparison to district requirements and course descriptions of all class offerings are included.</td>
<td></td>
</tr>
<tr>
<td>A description of course offerings is not provided.</td>
<td>Course offerings are insufficient, or do not reflect a cohesive alignment.</td>
<td>Course offerings reflect an organized, cohesive curricular design.</td>
<td>Course offerings reflect an organized, cohesive curricular design that is aligned with the school’s mission and philosophy. Any off-the-shelf curricular materials that have been chosen are named, along with an explanation of why these were chosen.</td>
<td></td>
</tr>
<tr>
<td>Research to support the chosen curriculum is not provided.</td>
<td>Research to support the chosen curriculum is limited or unreliable.</td>
<td>Research on the chosen curriculum is included in the appendices.</td>
<td>Clear research on the success of the chosen curriculum when used with the target population, along with the rationale of why chosen, is included in the appendices.</td>
<td></td>
</tr>
<tr>
<td>Structure</td>
<td>A school calendar and schedule are not provided.</td>
<td>The school calendar and schedule do not demonstrate statutory compliance for student contact hours, or are not sufficient to ensure a viable curriculum.</td>
<td>The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and are sufficient to ensure a viable curriculum.</td>
<td>The school calendar and schedule both demonstrate compliance with statutory requirements for student contact hours, and the school has articulated that the curriculum is viable.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>A description of the organizational structure of the school is not sufficient to support implementation of the curriculum.</td>
<td>The description of the organizational structure of the school does not sufficiently demonstrate enough support to fully implement the curriculum.</td>
<td>A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum.</td>
<td>A description of the organizational structure of the school demonstrates enough support to fully implement the curriculum and monitor ongoing modifications to the curriculum.</td>
</tr>
<tr>
<td></td>
<td>A description of the staff evaluation process is not provided.</td>
<td>The school has provided a description of the staff evaluation process; however, clear links to implementing the curriculum are lacking.</td>
<td>The school has provided a description of the staff evaluation process which includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations.</td>
<td>The school has provided a description of the staff evaluation process which includes clear links to implementing the curriculum with fidelity (through professional development and expected collaboration) and high expectations. A draft of the staff evaluation tool is provided.</td>
</tr>
</tbody>
</table>

**EVALUATOR COMMENTS AND QUESTIONS**

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## F. Plan for Evaluating Pupil Performance

<table>
<thead>
<tr>
<th>DESIGN CRITERIA</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan for Evaluating Pupil Performance</strong></td>
<td><strong>DOES NOT MEET -1</strong></td>
</tr>
<tr>
<td></td>
<td>The assessment plan is not completely clear, and does not show it will be aligned with state or district standards.</td>
</tr>
<tr>
<td></td>
<td>The school does not specify a list of assessments, or the list of assessments is too limited in number to demonstrate an appropriate evaluation process.</td>
</tr>
<tr>
<td></td>
<td>There is no plan for corrective action.</td>
</tr>
<tr>
<td></td>
<td>Research is not provided to substantiate the selected assessments.</td>
</tr>
</tbody>
</table>

### Performance Management

<table>
<thead>
<tr>
<th>DESIGN CRITERIA</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance Management</strong></td>
<td><strong>DOES NOT MEET -1</strong></td>
</tr>
<tr>
<td></td>
<td>The school has no plan in place to evaluate the effectiveness of the academic program.</td>
</tr>
<tr>
<td></td>
<td>No supporting research is provided.</td>
</tr>
</tbody>
</table>

### EVALUATOR COMMENTS AND QUESTIONS

#### Written Proposal

**Strengths:**

**Concerns and Questions:**

#### Interviews & Forum

**Strengths:**

**Concerns and Questions:**

### OVERALL RANKING: The application reviewer provides an overall score for this application component.
### G. Budget and Finance

<table>
<thead>
<tr>
<th>Topic</th>
<th>Rankings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumptions and Descriptions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Design Criteria: The budget is based on realistic revenue and expenditures for a period of 5 years. The school budget details are based on valid assumptions, and enable the school's mission to be realized.</td>
<td><strong>Does Not Meet -1</strong></td>
<td>A budget is included with very little information as to what the assumptions are based on, or the budget does not balance.</td>
</tr>
<tr>
<td></td>
<td><strong>Partially Meets -2</strong></td>
<td>A 5-year budget is included with little information as to what the assumptions are based on. It cannot be determined if the budget balances.</td>
</tr>
<tr>
<td></td>
<td><strong>Meets -3</strong></td>
<td>A 5-year balanced budget is included.</td>
</tr>
<tr>
<td></td>
<td><strong>Exceeds -4</strong></td>
<td>A 5-year balanced budget is included along with a cash flow chart for the first year of operation.</td>
</tr>
<tr>
<td>Little or no detail is provided in the budget narrative.</td>
<td><strong>Does Not Meet -1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Partially Meets -2</strong></td>
<td>A limited budget narrative explanation is provided. There is minimal connection to the school's mission and focus.</td>
</tr>
<tr>
<td></td>
<td><strong>Meets -3</strong></td>
<td>Budget narrative explains basic assumptions, how those were determined from reliable sources, and what budget changes will be made if actual enrollment does not meet projections.</td>
</tr>
<tr>
<td></td>
<td><strong>Exceeds -4</strong></td>
<td>Budget narrative clearly explains detailed assumptions and how they were obtained from reliable sources, and includes a description of what budget changes will be made if actual enrollment does not meet projections.</td>
</tr>
<tr>
<td>There is no connection of the budget to the school's mission and focus.</td>
<td><strong>Does Not Meet -1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Partially Meets -2</strong></td>
<td>The budget and content in sections of the charter application don’t always match.</td>
</tr>
<tr>
<td></td>
<td><strong>Meets -3</strong></td>
<td>Spending priorities align with the school's mission, curriculum, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs.</td>
</tr>
<tr>
<td></td>
<td><strong>Exceeds -4</strong></td>
<td>Spending priorities align with the school's mission, curriculum, professional development, and plan for growth, and the budget clearly reflects the school plan described throughout the application to include support services such as Professional Development, and the facilities needs.</td>
</tr>
</tbody>
</table>

**Oversight, and Compliance**

| Design Criteria: The board provides the proper legal fiscal oversight. The school follows generally acceptable accounting practices. Financial controls ensure adequate auditing and reporting procedures are in place. | **Does Not Meet -1** | There is no plan to conduct an audit. |
| | **Partially Meets -2** | An audit will be conducted, with no mention of who will perform the audit. |
| | **Meets -3** | An independent audit will be conducted by a qualified CPA, with a statement included that the school will address any concerns. |
| | **Exceeds -4** | An independent audit will be conducted by a qualified CPA, with timelines given along with a plan to address any concerns. |
| The school does not follow generally accepted accounting practices and does not have any description of internal policies or controls. | **Does Not Meet -1** | | |
| | **Partially Meets -2** | There is a plan to set the budget according to the state chart of accounts, but that is not reflected in the budget attachment. |
| | **Meets -3** | The budget is set up in the prescribed form requested by the authorizer, or according to the basic state chart of accounts format. |
| | **Exceeds -4** | The budget is set up according to the state chart of accounts. |
| PERA and TABOR are not included in the budget. | **Does Not Meet -1** | | |
| | **Partially Meets -2** | PERA and TABOR are both included, but do not appear correctly. |
| | **Meets -3** | Appropriate PERA and TABOR amounts are both included in the budget. |
| | **Exceeds -4** | Appropriate PERA and TABOR amounts are both included. |
| No plan is in place to report financial information to the community or chartering authority. | **Does Not Meet -1** | | |
| | **Partially Meets -2** | The school provides limited information about financial reporting and does not demonstrate an understanding of the Financial Transparency Act. |
| | **Meets -3** | The school demonstrates a clear understanding of and compliance with the Financial Transparency Act. |
| | **Exceeds -4** | The school demonstrates a clear understanding of and compliance with the Financial Transparency Act and has provided sample financial templates and reports as an attachment. |
| The school does not describe or address the development of financial policies. | **Does Not Meet -1** | | |
| | **Partially Meets -2** | The plan to develop financial policies or existing policies are deficient or out of compliance. |
| | **Meets -3** | Financial oversight plans or intent of policies are described in the narrative, and show proper fiscal oversight. |
| | **Exceeds -4** | All financial policies are included in the appendices, and provide fiscally responsible oversight. |
### G. Budget and Finance (continued)

<table>
<thead>
<tr>
<th>Design Criteria: The school has adequate personnel and service providers in place to perform financial tasks.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The school’s organizational structure does not provide enough support to conduct business services.</td>
</tr>
<tr>
<td>The school does not address the purchasing procedures at the school.</td>
</tr>
</tbody>
</table>

| No information is provided as to what services will be purchased or contracted. | Limited information is provided as to what services will be purchased or contracted. | A list of services that will be contracted out is listed. For key partnerships, a description of services to be provided is included. | Specific purchased services are listed, and an agreement for each key partnership is included in the appendices. |

<table>
<thead>
<tr>
<th>Design Criteria: The school is financially solvent. The school has a budget planning process in place to maintain a financially viable school. The school develops and implements a long range financial plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>No long term planning is evident.</td>
</tr>
<tr>
<td>There is no process for evaluating expenditures.</td>
</tr>
<tr>
<td>Projected growth is not adequate to meet long range plans, or is not realistic.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATOR COMMENTS AND QUESTIONS</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Written Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
<tr>
<td>Concerns and Questions:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interviews &amp; Forum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengths:</td>
</tr>
<tr>
<td>Concerns and Questions:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>OVERALL RANKING: The application reviewer provides an overall score for this application component.</th>
</tr>
</thead>
</table>
### H. Governance

<table>
<thead>
<tr>
<th>Topic</th>
<th>RANKING</th>
<th>DOES NOT MEET -1</th>
<th>PARTIALLY MEETS -2</th>
<th>MEETS -3</th>
<th>EXCEEDS -4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design Criteria:</strong> The board has a wide range of experienced board members with the capacity to oversee a successful school, and a commitment to do so.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board membership reflects a lack of diverse experiences and skills.</td>
<td>Board membership reflects some diversity of experience and skills.</td>
<td>Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach).</td>
<td>Board membership reflects diverse experiences and skills (such as education, management, financial planning, law, and community outreach), including experience with charter school leadership.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A plan to recruit board members with identified skill sets does not exist. No specific needs or qualifications for board members are listed.</td>
<td>A plan to recruit board members exists, but will not likely result in recruiting board members with identified skill sets.</td>
<td>A plan is in place to recruit board members with identified skill sets.</td>
<td>A plan is in place to recruit highly qualified board members with identified skill sets.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board member information is not provided.</td>
<td>Only board member names are provided.</td>
<td>Board member biographies are included in the application.</td>
<td>Board member biographies are included in the application, and all board members’ resumes are included as an attachment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Board members do not sign a Board Member Agreement.</td>
<td>NA</td>
<td>All board members will sign a Board Member Agreement.</td>
<td>All board members will sign, or have already signed, a Board Member Agreement, and a draft of the agreement is attached.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Design Criteria:</strong> There is a clear description of the initial transition to an official board, elections, removal, term limits, the decision process, and roles and powers of the board vs. the school’s administrator. Adequate structures are in place to provide rigorous oversight and support.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no description of the process to transition to an official board.</td>
<td>There is a partial explanation of the transition to an official board.</td>
<td>There is a clear explanation of the initial transition to an official board.</td>
<td>There is a clear explanation of the initial transition to an official board and evidence is provided to demonstrate that this transition is complete.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no description of the board election process, decision making process, or the board membership terms.</td>
<td>There is a partial explanation of the board election process, decision making process, or the board membership terms.</td>
<td>There is a clear explanation of the board election process, decision making process, or the board membership terms.</td>
<td>There is a clear explanation of the board election process, decision making process, or the board membership terms and evidence is provided to demonstrate compliance with the stated processes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There is no description of the roles and responsibilities of the board and roles and responsibilities of the school’s administrator.</td>
<td>There is a partial description of the roles and responsibilities of the board and the roles and responsibilities of the school’s administrator; however the description does not sufficiently address the distinction between roles.</td>
<td>There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school’s administrator.</td>
<td>There is a clear description of the separation between the roles and responsibilities of the board and the roles and responsibilities of the school’s administrator, and evidence is provided to demonstrate compliance with the stated distinctions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The administrator’s qualifications are not described and there is no description of a process for hiring and evaluating the administrator.</td>
<td>The administrator’s qualifications are described; however, there is no description of a process for hiring and evaluating the administrator.</td>
<td>The administrator’s qualifications are described, and a plan to hire and evaluate the administrator is described.</td>
<td>The administrator’s qualifications are described, and a plan to hire and evaluate the administrator is described. Evidence of a plan to hire and evaluate a highly qualified administrator is provided.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attachments detailing the governance structure are not provided.</td>
<td>Attachments detailing the governance structure are provided, but are insufficient in number or detail.</td>
<td>Attachments detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.</td>
<td>Attachments detailing the governance structure (such as an organizational chart, key job descriptions, draft board policies, bylaws, School Accountability Committee description, etc.) are provided, and evidence is provided to demonstrate compliance with the guiding documents.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### H. Governance (continued)

#### Legal Compliance

<table>
<thead>
<tr>
<th>Design Criteria: Legal Compliance with Open Meetings and Open Records laws, status of the proposed school, conflicts of interest, and grievance process are explained.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no explanation of how the school plans to comply with Open Meetings Laws.</td>
</tr>
<tr>
<td>There is no explanation of how the school plans to comply with Open Records Laws.</td>
</tr>
<tr>
<td>Neither a conflict of interest policy, nor a complaint policy is included as an attachment.</td>
</tr>
<tr>
<td>The legal status of the school is not explained. Articles of Incorporation are not included as an attachment to the charter application.</td>
</tr>
</tbody>
</table>

#### Training and Evaluation

<table>
<thead>
<tr>
<th>Design Criteria: There is an ongoing and comprehensive plan for annual board trainings and evaluations that include internal and external reviews.</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is no plan for board member training.</td>
</tr>
<tr>
<td>There is no plan for evaluating the board.</td>
</tr>
<tr>
<td>There is no evidence that funding or time are allocated to ensure board member training.</td>
</tr>
</tbody>
</table>

#### EVALUATOR COMMENTS AND QUESTIONS

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## I. Employees

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
<th>DESIGN CRITERIA: The School's Classroom teachers meet the Highly Qualified teacher requirements of ECEA. The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOES NOT MEET -1</td>
<td>PARTIALLY MEETS -2</td>
<td>MEETS -3</td>
</tr>
<tr>
<td>Teacher Quality and Professional Development</td>
<td>The school plans to only hire Highly Qualified teachers.</td>
<td>All teachers will be Highly Qualified and a definition is provided.</td>
</tr>
<tr>
<td>Professional Development (PD) offerings are minimal and are not aligned with the school's educational philosophy or based on teacher need or student progress monitoring.</td>
<td>There is an intention to base professional development on teacher need and student progress, but no clear plan is in place.</td>
<td>Professional Development and programmatic changes will be determined based on thorough data-analysis, and a list of initial trainings is provided.</td>
</tr>
<tr>
<td>There is not a clear process for evaluating teacher effectiveness.</td>
<td>There is a process for evaluating teacher effectiveness, however it is unclear as to how this is tied to student academic performance.</td>
<td>There is a clear process for evaluating teacher effectiveness and this will be tied to student academic performance.</td>
</tr>
<tr>
<td>No time is allotted in the calendar for PD.</td>
<td>The school offers some professional development days that are noted in the calendar.</td>
<td>Time is allotted in the calendar and schedule for ongoing PD, data-analysis and collaborative planning.</td>
</tr>
<tr>
<td>The budget does not include funding to support the professional development plans.</td>
<td>The budget includes insufficient funding to support the professional development plans.</td>
<td>The budget reflects funding estimates to support professional development plans.</td>
</tr>
</tbody>
</table>

### EVALUATOR COMMENTS AND QUESTIONS

#### Written Proposal

**Strengths:**

**Concerns and Questions:**

#### Interviews & Forum

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
# J. Insurance Coverage

<table>
<thead>
<tr>
<th>Topic</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td>Design Criteria:</td>
<td>The school has not provided a complete list of the types of insurance for which the school will contract.</td>
</tr>
<tr>
<td>Insurance Coverage</td>
<td>The school budget does not reflect costs for insurance coverage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EVALUATOR COMMENTS AND QUESTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Proposal</td>
</tr>
<tr>
<td>Strengths:</td>
</tr>
<tr>
<td>Concerns and Questions:</td>
</tr>
<tr>
<td>Interviews &amp; Forum</td>
</tr>
<tr>
<td>Strengths:</td>
</tr>
<tr>
<td>Concerns and Questions:</td>
</tr>
</tbody>
</table>

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## K. Parent and Community Involvement

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DoeS NOT MEET -1</strong></td>
<td><strong>PARTIALLY MEETS -2</strong></td>
</tr>
<tr>
<td><strong>School Development</strong></td>
<td><strong>DESIGN CRITERIA:</strong> Outreach activities have resulted in a strong community including supporting parents from a wide range of backgrounds working to develop the school.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN CRITERIA:</strong> Communication with the parent community is a priority and information is provided to a diverse audience.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN CRITERIA:</strong> Volunteer participation.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN CRITERIA:</strong> School operation, implementation, and progress.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN CRITERIA:</strong> Parent and community involvement.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN CRITERIA:</strong> Communication with at-risk families.</td>
</tr>
<tr>
<td></td>
<td><strong>DESIGN CRITERIA:</strong> Communication with families who might not be aware of the school.</td>
</tr>
</tbody>
</table>

### Evaluation

#### Written Proposal

**Strengths:**

**Concerns and Questions:**

#### Interviews & Forum

**Strengths:**

**Concerns and Questions:**

### Overall Ranking:
The application reviewer provides an overall score for this application component.
# L. Enrollment Policy

<table>
<thead>
<tr>
<th>TOPIc</th>
<th>Design Criteria: Enrollment policies reflect compliance with state statute and the process of enrollment is complete, fair, and equitable.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Policy</strong></td>
</tr>
<tr>
<td></td>
<td>The school has an enrollment process that is not in compliance with state statute.</td>
</tr>
<tr>
<td></td>
<td>The school has an enrollment process that is in partial compliance with state statute.</td>
</tr>
<tr>
<td></td>
<td>The school has an enrollment process that is in full compliance with state statute.</td>
</tr>
<tr>
<td></td>
<td>The school has an enrollment process that is in full compliance with state statute and is exemplary in providing fair and equitable access to the school.</td>
</tr>
<tr>
<td></td>
<td>The description of the enrollment process is insufficient and/or equitable.</td>
</tr>
<tr>
<td></td>
<td>The school has provided a description of the enrollment process; however, the description lacks clarity regarding some aspects of the process.</td>
</tr>
<tr>
<td></td>
<td>The school has provided a clear description of the enrollment process including criteria for enrollment decisions, withdrawals, and transfers.</td>
</tr>
</tbody>
</table>

## EVALUATION

### Written Proposal

- **Strengths:**
- **Concerns and Questions:**

### Interviews & Forum

- **Strengths:**
- **Concerns and Questions:**

## OVERALL RANKING:
The application reviewer provides an overall score for this application component.
M. Transportation and Food Service
This section should be completed only if the proposed school intends to provide transportation or food services.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td>Design Criteria: The school considers the transportation needs of students and develops adequate plans to address those needs.</td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
</tr>
<tr>
<td>The school has not provided a description of whether and how student transportation needs will be addressed.</td>
<td>The school has provided a partial description of whether and how student transportation needs will be addressed.</td>
</tr>
<tr>
<td>The plan to address the transportation needs of students does not take low-income low achieving students into consideration.</td>
<td>The plan to address the transportation needs of students partially takes low-income low achieving students into consideration.</td>
</tr>
<tr>
<td>The school budget does not reflect costs for addressing student transportation needs.</td>
<td>The school budget reflects the costs for addressing student transportation needs; however, the costs are either unreasonable or insufficient to address the school's plan.</td>
</tr>
<tr>
<td>Design Criteria: The school considers the food service needs of students and develops adequate plans to address those needs.</td>
<td></td>
</tr>
<tr>
<td>Food</td>
<td></td>
</tr>
<tr>
<td>The school has not provided a description of whether and how student food service needs will be addressed.</td>
<td>The school has provided a partial description of whether and how student food service needs will be addressed.</td>
</tr>
<tr>
<td>The plan to address the food service needs of students does not take low-income low achieving students into consideration.</td>
<td>The plan to address the food service needs of students partially takes low-income low achieving students into consideration.</td>
</tr>
<tr>
<td>The school budget does not reflect costs for addressing student food service needs.</td>
<td>The school budget reflects the costs for addressing student food service needs; however, the costs are either unreasonable or insufficient to address the school's plan.</td>
</tr>
</tbody>
</table>

Written Proposal
Strengths:

Concerns and Questions:

Interviews & Forum
Strengths:

Concerns and Questions:

OVERALL RANKING: The application reviewer provides an overall score for this application component.
### N. Facilities

<table>
<thead>
<tr>
<th>Topic</th>
<th>DOES NOT MEET -1</th>
<th>PARTIALLY MEETS -2</th>
<th>MEETS -3</th>
<th>EXCEEDS-4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Criteria: The School's classroom teachers meet the Highly Qualified teacher requirements of ECEA. The school provides professional development that is based on evaluated teacher needs, that is aligned with the school's mission, helps teachers meet school goals, and addresses any shortcomings in student learning, as identified by the Performance Management Plan.</td>
<td>A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. OR If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.</td>
<td>A description of the school facility is provided; however, either detail is insufficient, or the facility is insufficient to ensure the full implementation of the school program. OR If the facility has not been identified, a description of the school facility requirements is provided; however, either detail is insufficient, or facility priorities are not sufficient to ensure full implementation of the school program.</td>
<td>A description of the school facility is provided and includes sufficient detail to indicate that the facility is appropriate and sufficient to fully implement the school program. OR If the facility has not been identified, a description of the school facility requirements is provided and includes sufficient detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.</td>
<td>A description of the school facility is provided and includes detail to indicate that the facility is fully adequate to implement the school program. OR If the facility has not been identified, a description of the school facility requirements is provided and includes detail to indicate that priorities will focus on a facility that is fully adequate to implement the school program.</td>
</tr>
<tr>
<td>Description of Adequacy</td>
<td>The school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school's financing strategy is unreasonable and inappropriate. OR If the facility has not been identified, the school budget does not reflect reasonable costs associated with the development and operation of the school facility or the school's financing plan is unreasonable and inappropriate.</td>
<td>The school budget reflects costs associated with the development and operation of the school facility and the school's financing strategy is presented; however, costs may be unreasonable and are not substantiated with reliable data. OR If the facility has not been identified, the school budget reflects costs associated with the development and operation of the school facility and the school's financing plan is presented; however, costs may be unreasonable and are not substantiated with reliable data.</td>
<td>The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. OR If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate.</td>
<td>The school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing strategy is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data. OR If the facility has not been identified, the school budget reflects reasonable costs associated with the development and operation of the school facility and the school's financing plan is reasonable and appropriate. Costs reflected in the budget are based on written quotes and reliable data.</td>
</tr>
<tr>
<td>The location for the school is inappropriate based on need and does not address the targeted student population. OR If the facility has not been identified, the target area for the school is inappropriate based on need and does not address the targeted student population.</td>
<td>The location for the school may be inappropriate based on need and the targeted student population. OR If the facility has not been identified, the target area for the school may be appropriate based on need and the targeted student population.</td>
<td>The location for the school is appropriate based on need and the targeted student population. OR If the facility has not been identified, the target area for the school is appropriate based on need and the targeted student population.</td>
<td>The location for the school is appropriate and was selected specifically to address the targeted student population. OR If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.</td>
<td>The location for the school is appropriate and was selected specifically to address the targeted student population. OR If the facility has not been identified, the target area for the school is appropriate and was selected specifically to address the targeted student population.</td>
</tr>
<tr>
<td>The school has presented an unreasonable timeline for completion of the school facility. OR If the facility has not been identified, the school has proposed an unreasonable timeline for identifying and completing the development of the school facility.</td>
<td>The school has presented an aggressive timeline for completion of the school facility which may be unattainable. OR If the facility has not been identified, the school has proposed an aggressive timeline for identifying and completing the development of the school facility which may be unattainable.</td>
<td>The school has presented a reasonable and appropriate timeline for completion of the school facility. OR If the facility has not been identified, the school has proposed a reasonable timeline for identifying and completing the development of the school facility.</td>
<td>The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility. OR If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.</td>
<td>The school has presented a reasonable and appropriate timeline which includes a contingency plan for completion of the school facility. OR If the facility has not been identified, the school has proposed a reasonable timeline which includes a contingency plan for identifying and completing the development of the school facility.</td>
</tr>
<tr>
<td>Description of Adequacy</td>
<td>Written Proposal</td>
<td>Interviews &amp; Forum</td>
<td>Overall Ranking</td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>The school has not demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</td>
<td>The school partially demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</td>
<td>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.</td>
<td>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.</td>
<td></td>
</tr>
<tr>
<td>OR If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</td>
<td>OR If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</td>
<td>OR If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</td>
<td>OR NA</td>
<td></td>
</tr>
<tr>
<td>The school partially demonstrated that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</td>
<td>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</td>
<td>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.</td>
<td>The school demonstrates that the facility is in compliance with applicable codes, health and safety laws, the requirements of ADA, etc. and has provided certifications to verify compliance.</td>
<td></td>
</tr>
<tr>
<td>OR If the facility has not been identified, the school does not provide assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</td>
<td>OR If the facility has not been identified, the school provides some assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.; however, more information is needed to ensure compliance.</td>
<td>OR If the facility has not been identified, the school provides assurances that the facility will be in compliance with applicable codes, health and safety laws, the requirements of ADA, etc.</td>
<td>OR NA</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluator Comments and Questions**

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**Overall Ranking:** The application reviewer provides an overall score for this application component.
## O. Waivers

<table>
<thead>
<tr>
<th>Topic</th>
<th>Design Criteria: Waiver requests are presented clearly and demonstrate alignment with the school's mission and purpose.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>DOES NOT MEET -1</strong></td>
</tr>
<tr>
<td></td>
<td>The school has provided a list of state laws or rules for which a waiver is requested; however, the rationale for why the waiver is being requested is not included.</td>
</tr>
<tr>
<td></td>
<td><strong>PARTIALLY MEETS -2</strong></td>
</tr>
<tr>
<td></td>
<td>The school has provided a list of state laws or rules for which a waiver is requested and a rationale for why the waiver is being requested.</td>
</tr>
<tr>
<td></td>
<td><strong>MEETS -3</strong></td>
</tr>
<tr>
<td></td>
<td>The school has provided a list of state laws or rules for which a waiver is requested including a rationale for why the waiver is being requested and a replacement plan.</td>
</tr>
<tr>
<td></td>
<td><strong>EXCEEDS-4</strong></td>
</tr>
<tr>
<td></td>
<td>The school has provided a list of state laws or rules for which a waiver is requested including a rationale for why the waiver is being requested, a replacement plan, and a plan for how the waiver will be evaluated.</td>
</tr>
</tbody>
</table>

### Waiver Requests

<table>
<thead>
<tr>
<th>Topic</th>
<th><strong>Written Proposal</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Strengths:</strong></td>
</tr>
<tr>
<td></td>
<td>Requested waivers are not in alignment with the school’s mission.</td>
</tr>
<tr>
<td></td>
<td><strong>Concerns and Questions:</strong></td>
</tr>
<tr>
<td></td>
<td>Requested waivers are in alignment with the school’s proposed autonomy.</td>
</tr>
</tbody>
</table>

### Evaluation

#### Interviews & Forum

<table>
<thead>
<tr>
<th>Topic</th>
<th><strong>Strengths:</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Requested waivers are in alignment with the school’s proposed autonomy and the mission and the alignment is clearly articulated.</td>
</tr>
<tr>
<td></td>
<td><strong>Concerns and Questions:</strong></td>
</tr>
<tr>
<td></td>
<td>Requested waivers are in alignment with the school’s proposed autonomy, the mission and goals, operations, governances, and employment relationships of the proposed charter school, and the alignment is clearly articulated.</td>
</tr>
</tbody>
</table>

---

### Overall Ranking

*The application reviewer provides an overall score for this application component.*
### P. Student Discipline, Expulsion, or Suspension

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
<th>DOES NOT MEET -1</th>
<th>PARTIALLY MEETS -2</th>
<th>MEETS -3</th>
<th>EXCEEDS-4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Policy</strong></td>
<td>Design Criteria: There is a plan to address student discipline, expulsion, and suspension which complies with applicable laws.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The school has provided some information about student discipline and does not address how expulsion or suspension will be handled.</td>
<td>The school has provided information about student discipline; however, information about expulsion or suspension is insufficient.</td>
<td>There is a description of the school's policy or plans to address expulsion, suspension, and education of expelled or suspended students, if applicable.</td>
<td>There is a description of the school's policy addressing expulsion, suspension, and education of expelled or suspended students, if applicable. A draft of the policy is provided.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The proposed student discipline policies are not in compliance with applicable laws.</td>
<td>NA</td>
<td>The proposed student discipline policies are in compliance with applicable laws.</td>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

**EVALUATOR COMMENTS AND QUESTIONS**

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
### Serving Students with Special Needs

<table>
<thead>
<tr>
<th>Topic</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td><strong>Design Criteria:</strong> The school has strategies in place to meet the legal requirements and individual student needs when serving students that are considered to be at-risk, disabled, gifted, and English Language Learners, or that are performing below grade level.</td>
<td>The school has no process in place to identify students who are struggling academically and to determine the cause and how this need will be addressed.</td>
</tr>
<tr>
<td>The school has no plan in place to identify and meet the needs of any English Language Learners, Special Ed, or Gifted and Talented students who enroll at the school.</td>
<td>The school had provided a vague plan to provide staff to meet the needs of students, but does not clearly identify staffing allocations.</td>
</tr>
<tr>
<td>The school does not address how staffing allocations will be used to meet the needs of students.</td>
<td>The school does not address how staffing allocations will be used to meet the needs of students.</td>
</tr>
<tr>
<td>Research on interventions and chosen materials is not provided.</td>
<td>The budget does not reflect costs involved in addressing the needs of special populations.</td>
</tr>
<tr>
<td></td>
<td>Limited research on interventions and chosen materials is referenced.</td>
</tr>
</tbody>
</table>

### EVALUATOR COMMENTS AND QUESTIONS

**Written Proposal**

**Strengths:**

**Concerns and Questions:**

**Interviews & Forum**

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## R. Dispute Resolution Process

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Design Criteria: A dispute resolution process is proposed that will appropriately guide the school and authorizer should a governance disagreement arise.</td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td>The dispute resolution process is not in compliance with statutory requirements for both the charter school and the authorizer.</td>
<td>NA</td>
</tr>
<tr>
<td>The dispute resolution plan is incomplete or does not provide enough detail to demonstrate reasonable methods for resolving disagreements.</td>
<td>The dispute resolution plan is included; however, the plan does not always demonstrate reasonable methods for resolving disagreements.</td>
</tr>
</tbody>
</table>

### EVALUATOR COMMENTS AND QUESTIONS

#### Written Proposal

**Strengths:**

**Concerns and Questions:**

#### Interviews & Forum

**Strengths:**

**Concerns and Questions:**

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## S. School Management Contracts

This section should be completed only if the proposed school intends to contract with an Education Service Provider.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>RANKING</th>
<th><strong>DOES NOT MEET -1</strong></th>
<th><strong>PARTIALLY MEETS -2</strong></th>
<th><strong>MEETS -3</strong></th>
<th><strong>EXCEEDS -4</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Design Criteria:</strong></td>
<td></td>
<td>The school has not provided evidence of past success for the Education Service Provider (ESP). The ESP is not authorized to do business in Colorado.</td>
<td>The school has provided insufficient evidence to show past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado.</td>
<td>The school has provided evidence of past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado.</td>
<td>The school has provided evidence of past success for the Education Service Provider (ESP) and that the ESP is authorized to do business in Colorado. A list of qualifications and references is provided.</td>
</tr>
<tr>
<td><strong>Teacher Quality and Professional Development:</strong></td>
<td></td>
<td>The contract between the school and the ESP does not include reasonable terms.</td>
<td>The contract between the school and ESP includes reasonable terms and a term sheet is provided; however, the contract is not performance based.</td>
<td>The contract between the school and ESP is a performance contract that includes reasonable terms and an ability to sever the relationship. A complete term sheet and the performance contract are provided.</td>
<td>The contract between the school and ESP is a performance contract that includes reasonable terms, and ability to sever the relationship, and a monitoring plan. A complete term sheet and the performance contract are provided. A detailed monitoring plan is also provided.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school has failed to provide assurance against conflicts of interest with the ESP.</td>
<td>NA</td>
<td>The school has provided assurance that there are no conflicts of interest with the ESP.</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A description of the relationships between the school, the school governing board, the employees, and the ESP is not provided.</td>
<td>A description of the relationships between the school governing board and the ESP is provided; however, there is not sufficient information about the relationship between other parties to make this score.</td>
<td>A clear description of the relationships between the school, the independent school governing board, the employees, and the ESP is provided.</td>
<td>A clear description of the relationships between the school, the independent school governing board, the employees, and the ESP is provided. A list of staff members that will be hired, evaluated and terminated by the ESP is provided.</td>
</tr>
</tbody>
</table>

### EVALUATOR COMMENTS AND QUESTIONS

#### Written Proposal
- **Strengths:**

#### Concerns and Questions:

#### Interviews & Forum
- **Strengths:**

#### Concerns and Questions:

---

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
## T. Overall Assessment

This section gives the application reviewer an opportunity to provide general feedback about their overall impression of the charter school application.

<table>
<thead>
<tr>
<th>EVALUATION</th>
<th>RANKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>DOES NOT MEET -1</td>
</tr>
<tr>
<td>Written Proposal</td>
<td></td>
</tr>
<tr>
<td><strong>Strengths:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Concerns and Questions:</strong></td>
<td></td>
</tr>
<tr>
<td>Interviews &amp; Forum</td>
<td></td>
</tr>
<tr>
<td><strong>Strengths:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Concerns and Questions:</strong></td>
<td></td>
</tr>
</tbody>
</table>

**OVERALL RANKING:** The application reviewer provides an overall score for this application component.
Relations with Education Research Agencies

The Board of Education recognizes that requests will be made on occasion by nonschool personnel and/or agencies to conduct research projects in the school that have educational and social benefit.

However, because such projects invariably involve school personnel and interrupt class instructional time, it is necessary to evaluate carefully the merits of each project before permission is granted.

All requests to conduct research shall be reviewed by a research testing review committee in accordance with this policy and accompanying procedures to determine if permission shall be granted.

If research by nonschool personnel is to involve students, complete information about the project shall be provided to parents/guardians and students in advance. No student shall be the subject of any research project without the prior written consent of the student's parents/guardians and the student himself/herself if the student is old enough to understand the process and purpose of the project. Consent shall not be necessary when the researcher merely will observe students engaged in normal activities.

All researchers shall be prepared to explain the purpose, risks, benefits, procedures, results and intended uses of the project in understandable terms. A student's or parent's/guardian's decision not to participate in a research project conducted by nonschool personnel shall be kept private and respected in all cases.

Any survey, assessment, analysis or evaluation of students shall be consistent with district policy and applicable law.

Adopted: April 10, 1995
Reviewed: August 10, 1998
Revised: August 7, 2019

LEGAL REFS.:
- 20 U.S.C. §1232h (rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation)
- C.R.S. 22-1-123 (district shall comply with federal law on protection of pupil rights; Colorado provisions regarding survey, assessment, analysis and evaluation of students)

CROSS REFS.:
- GCS, Professional Research and Publishing
- JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)
Relations with Education Research Agencies
(Research Testing Guidelines)

1. The superintendent will appoint a research testing review committee to review research requests initiated from graduate students, professional groups or individual professionals (including school employees working on a non-district project) who wish to conduct research testing involving students in the district. The committee will have a membership which will include as a minimum one or more school employees, a licensed psychologist who is a member of the American Psychological Association, a researcher and a parent/guardian of a student attending a district school. A committee member may not participate in reviewing a request for which the member is a sponsor or researcher.

2. A written proposal for permission to do research testing will first be submitted to the assistant superintendent of instruction and the director of student services for a review of the proposal's feasibility and appropriateness. If the assistant superintendent of instruction and the director of student services believe the proposal may be feasible and appropriate, the request shall be submitted to the committee.

3. The committee will operate under the administration of the director of student services. Depending upon the volume of requests, the committee may find it advisable to decline to review proposals from certain categories of researchers (i.e., graduate students, undergraduate students). The committee will be provided with such information as it deems necessary, including information on current research standards applicable to the project.

4. The committee will judge the merit of written requests for testing with attention being given to the following areas:
   a) Scientific soundness of the project; that is, how likely it is to produce valuable information relative to student class time.
   b) Procedures to ensure anonymity.
   c) Soundness of stated purpose and methods.
   d) Benefits of the resulting information.
   e) Evaluation of possible risk to students.
   f) Examination of parent/guardian consent forms and student consent forms when applicable. Consent of the parent/guardian will be obtained for all research with students not conducted or contracted for by school employees unless the research consists merely of observing unidentified students engaged in their normal activity. Student consent will be sought when appropriate.
   g) A clearly written statement appropriate for parents/guardians which explains:
      ● The project's purpose.
      ● How the student was selected.
      ● General procedures to be followed.
• Anticipated benefits for general knowledge, the student and the district.
• Whether students will be personally identifiable and to whom.
• To whom results will be available.
• The right of parents/guardians to inspect testing materials before consenting.
• Researcher's name, address and telephone number and professional affiliations.
• Any identifiable risks to participating students.
• How the student may opt out of the research.
• Post-research follow-up procedures.
• That the school is neither conducting nor sponsoring the project.

5. The committee will make a recommendation to the director of student services who will make the final decision about the research project.

Adopted: August 7, 2019
Student Teaching and Internships

The Board authorizes the district to provide field experiences in teacher education to student teachers participating in teacher education programs.

Student teachers shall be placed with experienced teachers of demonstrated competence. While no staff members will be required to supervise student teachers, it is felt that professionally interested teachers will volunteer to do so from time to time. Teachers new to the district and those having three years or less of teaching experience normally will not be asked to undertake such responsibilities. Any compensation received by the Board shall be paid to the supervising teacher, and, if set forth in an agreement, to the student teacher.

The duties and responsibilities of the student teacher shall be determined by mutual agreement between the district and an authorized representative of the college or university.

For the duration of the field experience, the student teacher shall be deemed an employee of the district for the purpose of worker’s compensation and liability insurance as provided for other employees.

Adopted: February 10, 1986
Reviewed: August 10, 1998
Revised: August 7, 2019

LEGAL REFS.:
C.R.S. 22-62-101 through 22-62-105 (Cooperative Teacher Education Act of 1973)